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ABSTRACT

This instructor's guide consists of materials for use in helping students enrolled in postsecondary vocational or technical education programs to master technical communications skills. Addressed in the 13 individual units of the guide are the following topics: speaking skills (telephone usage/conversation and informal speech preparation); listening skills (communication obstacles and oral presentations); reading skills (manuals, newspapers, visual aids, and technical vocabulary); and writing skills (spelling, correct grammar, punctuation, paragraph construction, and personal business letters). Each unit contains some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instructor, a list of references, information sheets, transparency masters, assignment sheets, a test evaluation instrument, and test answers. (MN)

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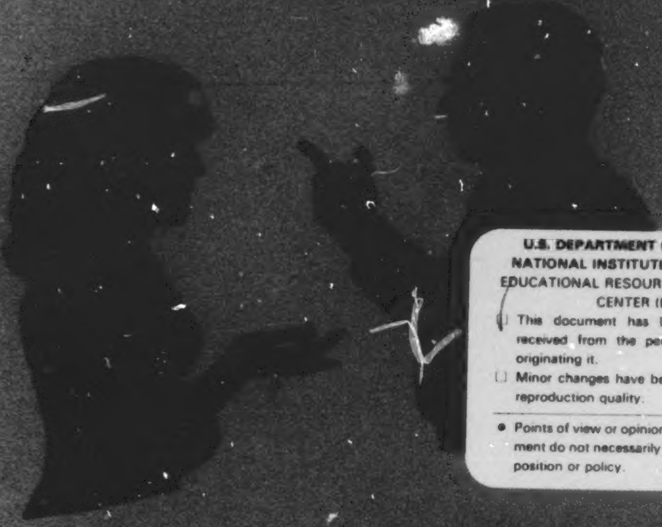

TECH COMMUNICATIONS I

Instructor Edition

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TECHNICAL COMMUNICATIONS I

by

FREEMAN D. EADS, Ph.D.   BETTYE SUE GRANT, Ed.D.
BARBARA E. HINTON, Ed.D.

Developed at the
UNIVERSITY OF ARKANSAS, FAYETTEVILLE
July 1983

In cooperation with the
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- Black River
- Northwest
- Pines
- Pulaski
- Rich Mountain
- White River

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USE OF PUBLICATION

Instructional Units

This guide contains 13 units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers, information sheets, assignment sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help to determine:

A. The amount of material that can be covered in each class period

B. The skills which must be demonstrated
   1. Supplies needed
   2. Equipment needed
   3. Amount of practice needed
   4. Amount of class time needed for demonstrations

C. Supplementary materials such as pamphlets or filmstrips that must be ordered

D. Resource people who must be contacted

Objectives

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When teachers add objectives, they should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities for the Instructors

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of instructors will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheet, and assignment sheets; make transparencies and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheets

Information sheets provide content essential for meeting the cognitive(knowledge) objectives in the unit. The teacher will find that the information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skill specified in the unit objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in tbe information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

TELEPHONE USAGE/CONVERSATION
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify and use telephone equipment, proper telephone procedures, and correct telephone techniques when using the telephone to conduct job-related business. The student should also be able to exchange ideas in a small work group setting. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List telephone techniques to improve communication skills.
2. Demonstrate telephone techniques which will improve communication.
3. Exchange business information during a local telephone call.
4. Match types of long distance calls available with their appropriate definitions.
5. List in order the least expensive type of call to the most expensive.
6. List the steps in placing long-distance calls.
7. Match area code numbers with geographical locations.
8. List the time zones.
9. Determine the corresponding times in the other zones when given the time in a particular city.
10. Exchange business information on long-distance calls (simulation).

TELEPHONE USAGE/CONVERSATION
UNIT I

SUGGESTED ACTIVITIES

I. Make transparencies.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Provide telephone directories for students or assign them to bring them to class.

VII. Survey a telephone directory, explaining each section.

VIII. Have class discussions and exchange ideas.

IX. Take field trip to local telephone office.

X. Have students simulate procedures and techniques in making long-distance job-related calls.

XI. Give test.

XII. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

  A. Objective sheet

  B. Information sheet

  C. Transparency masters-

    1. TM 1--Long-Distance Expenses

    2. TM 2--Business Calls

  D. Assignment sheets-

1. Assignment Sheet #1--List telephone techniques to improve communication skills
2. Assignment Sheet #2--Demonstrate telephone techniques
3. Assignment Sheet #3--Demonstrate telephone techniques
4. Assignment Sheet #4--Exchange business information during local telephone call
5. Assignment Sheet #5--Match types of long-distance calls with definitions
6. Assignment Sheet #6--Match area code numbers with geographical locations
7. Assignment Sheet #7--Determine the corresponding times in other zones
8. Assignment Sheet #8--Exchange business information on long-distance call

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

A. Burrow, Elaine. Communications. Austin, TX: Occupational Curriculum Laboratory, Secondary and Higher Education, East Texas State University, Commerce, TX, 1982.

B. Shinn, George. Leadership Development. New York, NY: Key, 1981.

C. Spann, Margaret. Vocational Related English. Stillwater, OK: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

TELEPHONE USAGE/CONVERSATION
UNIT I

INFORMATION SHEET

I. Terms and Definitions

- A. Yellow pages--classified telephone directory
- B. White pages--alphabetical telephone directory
- C. WATS--Wide Area Telecommunications Service
- D. PBX--Private Branch Exchange System
- E. PABX--Private Automatic Branch System
- F. DDD--Direct Distance Dialing
- G. IAC--International Access Code

II. Techniques for good telephone use

- A. Establish organization
  - 1. Maintain supplies
    - a. telephone directories
    - b. message pads and pencil
    - c. reference materials
  - 2. Maintain a list of frequently called numbers
  - 3. Specify a place for leaving messages
  - 4. Know the services and equipment available
- B. Present a good telephone image
  - 1. Use words and expressions meaningful to the other party
  - 2. Listen carefully to the other person
  - 3. Write accurate and readable notes

4. Acknowledge requests
5. Answer promptly
6. Identify yourself
7. Call the other party's name
8. Use tact
9. Return calls promptly
10. Apologize for delays

C. Develop an effective telephone voice

1. Speak clearly and distinctly. Refrain from eating food, chewing gum, or smoking when talking on the telephone
2. Speak in a moderate tone
3. Speak directly into the transmitter
4. Use voice inflection to vary your tone
5. Use polite phrases to put a smile in your voice

III. Procedures for effective telephone use

A. Receiving calls

1. Answer the telephone promptly and be friendly
    - a. answer the telephone on the first ring if possible
    - b. depress the proper line button before lifting the receiver
2. Identify yourself
    - a. identify the name of your company, shop, department, and then give your name
    - b. speak clearly and distinctly
3. Explain if you must leave the line and return promptly
    - a. tell the caller why you must leave the line
    - b. give the caller the option of waiting or having you return the call

      c. if there is a HOLD button, use it, or lay the handset down carefully

      d. return to the line frequently to give the person a report of progress

      e. get the caller's attention when you return to the line

   4. Transferring calls

      a. explain to the caller why the call is being transferred and to whom

      b. offer to have the correct party return the call, if the caller prefers

      c. use the correct procedures for transferring calls

   5. Terminating calls

      a. terminate all calls courteously

      b. say "goodbye" pleasantly

      c. let the caller hang up first

      d. replace the receiver gently and securely

B. Answering calls for others

   1. Explain co-worker's absence from the office, shop, department, etc.

      a. be tactful and avoid giving the wrong impression

      b. do not give out unnecessary information

      c. try to create a good image of the person for whom you are taking the call

   2. Be helpful

      a. offer assistance to the caller

      b. give the approximate time the co-worker will return

   3. Take accurate messages

      a. keep a pad and pencil handy at all times

b. use a telephone message form, if available, to record telephone calls accurately

c. record the following information

i. date and time of call

ii. caller's name, name of company, and number

iii. message

iv. your name or initials

IV. Business calls

A. Be sure of the number before placing the call

B. Plan the call in advance

1. Know the name of the person you want to reach, if possible

2. Know what you want to say

3. Know what you want to accomplish with the phone call

C. Time your call carefully

1. Call when the party is most likely to be available

2. Avoid calling during lunch hours

3. Remember time zone differences when calling

D. Place the call

1. Depress a clear line button; then lift the receiver

2. Dial or depress each digit carefully

E. Identify yourself immediately

F. State the purpose of your call and give the name of the person to whom you wish to speak

V. Types of long-distance calls

A. Customer-dialed station-to-station--customer dials number directly and talks with anyone who answers phone

    1. DDD(Direct Distance Dialing)--customer dials number and charges are made automatically to the calling number

    2. Telephone Calling Card--customer dials number directly and charges the call to the calling card number which is not the same as the number from which the call is made

  B. Operator-assisted

    1. Person-to-Person--customer dials "0" for operator who completes the call and asks for a particular person

    2. Collect calls--charges for the call are reversed or billed to the number being called

    3. Telephone Calling Card--customer dials "0" for operator who completes the call and charges the call to the calling card number which is not the same as the number from which the call is made

    4. Bill to third number--charges are billed to a third number rather than to either the number being called or the calling number

VI. Expense of long-distance charges(least expensive to most expensive)

  A. Customer-dialed

    1. Direct Distance Dialing

    2. Calling card

  B. Operator-assisted

    1. Collect calls, telephone calling card, and bill to third number

    2. Person-to-Person

VII. Telephone Services

  A. WATS--Wide Area Telecommunications Service

    1. Subscriber may place an unlimited number of calls totaling a maximum number of usage hours for one monthly charge

2. Offers five geographic service areas from which to choose

3. Is cost-effective for businesses

4. Available in two types of lines

    a. Inward WATS line

        i. allows subscriber to receive calls from anyone within the service areas selected

        ii. allows persons to make calls to the subscriber by dialing the toll-free 800 prefix rather than the area code

    b. Outward WATS line

        i. allows the subscriber to make calls to any telephone in the service area selected

        ii. bases the charges on the prevailing WATS rate rather than the more expensive long-distance rate

B. International calls

1. For calling overseas

2. May be dialed direct from areas equipped for international calling by following these steps

    a. Dial the International Access Code, 011

    b. Dial the country code listed in the front part of the telephone directory

    c. Dial the city code obtained from the operator

    d. Dial the local number

3. May be placed through the operator from areas without international dialing service by following these steps

    a. Notify the operator than you want to make an overseas call

    b. Give the operator the name of the country, city, and telephone number

VIII. Telephone Equipment

   A. Switchboard Equipment

      1. PBX--Private Branch Exchange System--operated by a central operator who answers all incoming calls and connects the caller to the proper extension

      2. PABX--Private Automatic Branch Exchange System--can be operated without the assistance of an operator. Calls are automatically answered and transferred to the proper extension. Offers several features with the system

   B. Key Telephone Systems

      1. Operated through push-buttons which are connected to several telephone lines

      2. Has the capabilities of accomodating from two to 25 lines on system

   C. Automatic answering device

      1. Used to answer unattended telephones

      2. Answers and records messages on tape

   D. Intelligent dialers

      1. Equipped to automatically dial numbers

      2. Eliminates looking up numbers or redialing long numbers(frequently called numbers are stored in the system's memory)

IX. Telephone Directories

   A. Parts of a directory

      1. Introductory pages--provide the following information:

         a. Emergency numbers

         b. ZIP Codes for surrounding areas

         c. Information regarding services, equipment, rates, etc.

         d. Instructions for placing calls

         e. Area codes for some states

2. Alphabetical directory--white pages

   a. Contains the name, address, and telephone number of each subscriber

   b. Arranged alphabetically by the subscriber's last name

3. Classified directory--yellow pages

   a. Arranged alphabetically by product or service

   b. Contains an alphabetical listing of business subscribers, within each subject category

   c. Bound separately or placed at the back of the alphabetical directory

TM 1

LEAST EXPENSIVE CALLS
TO
MOST EXPENSIVE CALLS

1. Unassisted by operator
    - A. Direct Distance Dialing
    - B. Calling card

2. Assisted by operator
    - A. Collect calls, telephone calling card, and bill to third number
    - B. Person-to-Person

STEPS IN PLACING LONG-DISTANCE BUSINESS CALL

1. Be sure of the number before placing the call

2. Plan the call in advance
    - A. Know person you want to reach
    - B. Know what you want to say
    - C. Know what you want to accomplish with the phone call

3. Time your call carefully
    - A. Call when the party is *most* likely to be available
    - B. Avoid calling during lunch hours
    - C. Remember time zone differences

4. Place the call
    - A. Depress a clear line button; *then* lift receiver
    - B. Dial or depress each digit *carefully*

5. Identify yourself immediately

6. State the purpose of your call and give the name of the person to whom you wish to speak

TM 2

TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #1--LIST TELEPHONE TECHNIQUES TO IMPROVE COMMUNICATION SKILLS

Directions: In the space provided below, list three positive telephone techniques which should be used when using the telephone for job-related business.

a.

b.

c.

TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #2--DEMONSTRATE TELEPHONE TECHNIQUES

Directions: When called upon by your instructor, use the situation described below and simulate a call to ABC Airlines. Your instructor will play the role of Mr. Jonks, representing ABC Airlines.

> Situation: You are planning a trip to Dallas, TX. You have decided that you would like to fly. You would like to leave between 8:00 a.m. and 10:00 a.m. to arrive in Dallas about noon on the 15th of December. Other information you may need includes: cost of flight, flight time, check-in time, flight number, departure time, arrival time, is it a direct flight or must you change airplanes, can you make reservations, is there any savings in price available by purchasing ticket on particular plans(e.g. Super-saver), etc.

TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #3--DEMONSTRATE TELEPHONE TECHNIQUES

Directions: Listed below are four telephone messages. On the message forms following this sheet, record each message. Use today's date.

1. A call for Mr. Jones, from Mr. Smith of Joe's Auto Parts House. Part he needs is not in stock, must be back ordered, should receive part in three days if Mr. Jones agrees. Return call by 4:30 p.m. today.

2. A call for Mary Smith from ACM Airlines. A change in departure time for Flight #447 on the 31st of next month from 9:15 a.m. to 11:25 a.m. Return tickets for processing.

3. A call for Mr. Merril D. Plummer from Ms. Marilyn Painter of Painter Employment Agency Inc., 501-965-9619, requesting that Mr. Plummer update his file with her agency. Return call as soon as possible.

4. A call for Mrs. Bess James from Mr. Joe Blank, ADC Cable Company. Will not be able to install equipment at 4:30 p.m. 21 May - can install it at 3:45 p.m. 23 May. Return call.

Message

For

From

Date Time

Phone No.

Telephoned	☐	Please call	☐
Called to see you	☐	Will call again	☐

Message:

Call taken by

Message

For

From

Date Time

Phone No.

Telephoned	☐	Please call	☐
Called to see you	☐	Will call again	☐

Message:

Call taken by

Message

For

From

Date Time

Phone No.

Telephoned	☐	Please call	☐
Called to see you	☐	Will call again	☐

Message:

Call taken by

Message

For

From

Date Time

Phone No.

Telephoned	☐	Please call	☐
Called to see you	☐	Will call again	☐

Message:

Call taken by

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TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #4--EXCHANGE BUSINESS INFORMATION DURING LOCAL TELEPHONE CALL

Directions: When called upon by your instructor, call (simulate) the local newspaper office to place a classified ad to sell your automobile. Your instructor will be Mr. Jones, Classified Ads, at the Arkansas Daily Guard Newspaper. Remember, you will need to give him complete information concerning your automobile which will help you sell it, including:

> make, model, year, color, motor size, transmission, 2-dr. or 4-dr, and any other features which you think will make it attractive to a potential buyer. Also include the price you want.

TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #5--MATCH TYPES OF LONG-DISTANCE CALLS

Directions: Match the following statements with the type of long-distance call in the second column. Write the number of the call in the corresponding blank at the left.

_____a. "Please reverse the charges."

_____b. "My card number is 589-987-9999-8098."

_____c. "I would like to talk to Joe Smith."

_____d. Caller does not talk to operator.

_____e. "Please charge this to my office number."

1. Person-to-Person
2. Third number
3. Collect
4. Direct Dialing
5. Credit Card call

TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #6--MATCH AREA CODE NUMBERS WITH GEOGRAPHICAL LOCATIONS

Directions: Match the area code number on the left with the geographical location on the right. Use the copy of a Long Distance Dialing-Area Code Map provided by your instructor to complete this assignment.

_____a. Vermont 1. 912

_____b. southern Georgia 2. 916

_____c. eastern North Carolina 3. 305

_____d. Puerto Rico 4. 507

_____e. northeast California 5. 802

_____f. Washington, D.C. 6. 206

_____g. western Iowa 7. 713

_____h. Mexico City 8. 919

_____i. Houston, TX 9. 202

_____j. western Washington 10. 905

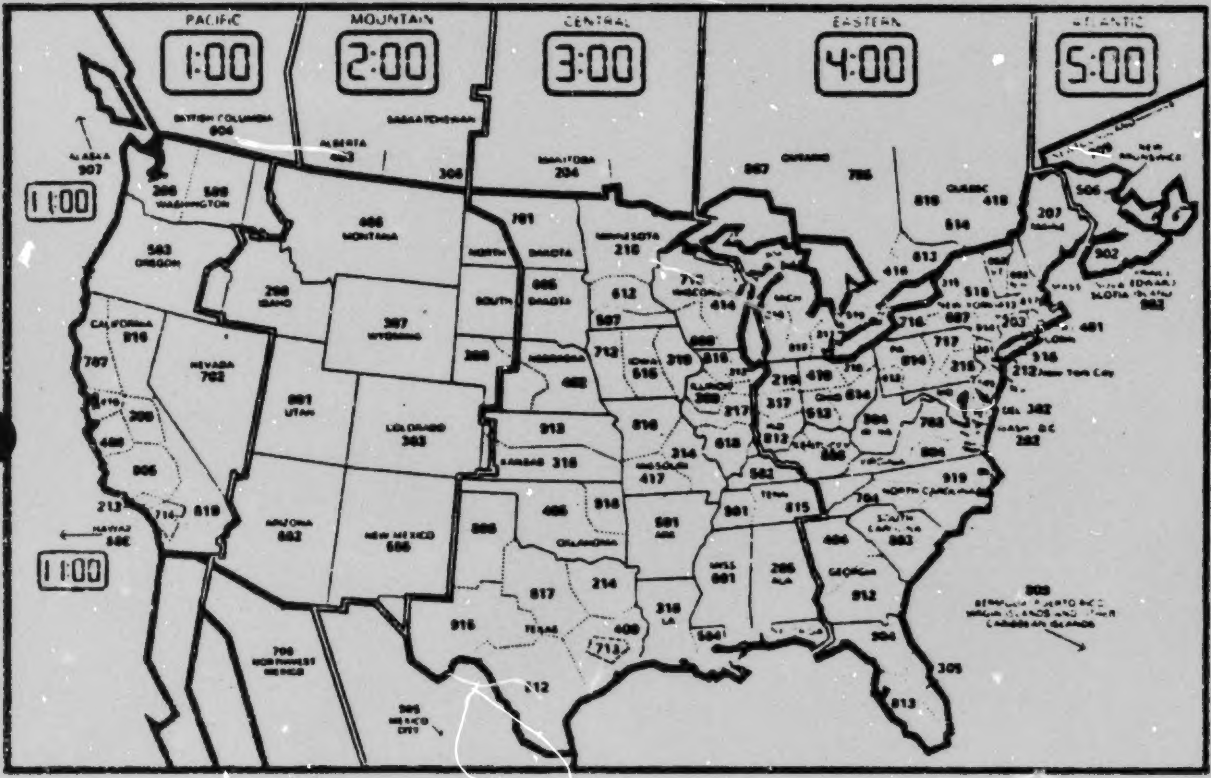
_____k. southeast Florida 11. 712

_____l. southern Minnesota 12. 809

TC-I - 29-A

LONG
DISTANCE DIALING — AREA CODE MAPS

For faster long distance calling, the United States and Canada have been divided into more than 100 telephone areas, each identified by a three-figure Area Code. Your Area Code is 501. Dial the area code if it is different from the one on the telephone you are using. Do not dial the area code when it is the same.—Even on long distance calls you place with the "OPERATOR," the area code will help you get them through faster. Just give the area code (if it's different from your own) and the number you want. For example, on a call to Chicago say: "I want area code 312, 555-2368." —When you ask someone to call you back from another telephone area, include your area code as part of your telephone number.—Area codes for frequently called cities may be found on page 8.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1:00
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HAWAII 808
CALIFORNIA
NEVADA 702
UTAH 801
COLORADO 303
ARIZONA 602
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TEXAS
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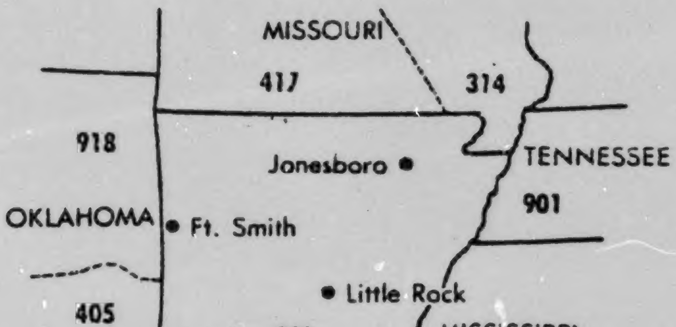
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TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #7--DETERMINE THE CORRESPONDING TIMES IN OTHER TIME ZONES

Directions: Fill in the blanks with the correct times or information specified. Use the copy of a Long Distance Dialing-Area Code Map provided by your instructor to complete this assignment.

1. When it is 5:00 p.m. in New York City, it is ___________ in Little Rock, AR.
2. When it is 4:15 a.m. in Marked Tree, AR, it is _________ in Memphis, TN.
3. When it is 3:00 p.m. in Mobile, AL, it is _____________ in Atlanta, GA.
4. When it is 1:00 p.m. in Oakland, CA, it is _____________ in New York City.
5. Omaha, Nebraska is located in the _______________ time zone.
6. When it is 3:00 p.m. in Memphis, TN, it is _____________ in Alaska.
7. Denver, Colorado is located in the _______________ time zone.
8. When it is 2:00 p.m. in Tampa, FL, it is _______________ in Trumann, AR.
9. When it is 2:00 p.m. in the Pacific Time Zone, it is ______________ in the Eastern Time Zone.
10. When it is 11:00 a.m. in the Central Time Zone, it is ______________ in the Mountain Time Zone.

TELEPHONE USAGE/CONVERSATION
UNIT I

ASSIGNMENT SHEET #8--EXCHANGE BUSINESS INFORMATION ON LONG DISTANCE CALLS(SIMULATION)

Directions: Make(simulate) the particular type of long distance telephone call to a business or industry, concerning job-related business, assigned by your instructor. List below the procedures and techniques you should use in planning this call:

TELEPHONE USAGE/CONVERSATION
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

1. Establish good organization
2. Project a good telephone image
3. Develop and use effective telephone voice

(Answers may be in any order.)

ASSIGNMENT SHEET #2

Evaluate to the satisfaction of the instructor

ASSIGNMENT SHEET #3

Evaluate to the satisfaction of the instructor

ASSIGNMENT SHEET #4

Evaluate to the satisfaction of the instructor

ASSIGNMENT SHEET #5

a. 3
b. 5
c. 1
d. 4
e. 2

ASSIGNMENT SHEET #6

a. 5
b. 1
c. 8
d. 12
e. 2
f. 9
g. 11
h. 10
i. 7
j. 6
k. 3
l. 4

ASSIGNMENT SHEET #7

1. 3:00 p.m.
2. 4:15 a.m.
3. 4:00 p.m.
4. 4:00 p.m.
5. Central
6. 11:00 a.m.
7. Mountain
8. 1:00 p.m.
9. 5:00 p.m.
10. 10:00 a.m.

ASSIGNMENT SHEET #8

Evaluate to the satisfaction of the instructor(should include good organization, pad and pencil, know what you want to say, know what you want accomplish with the call, etc.)

TELEPHONE USAGE/CONVERSATION
UNIT I

TEST

1. List 15 telephone techniques to improve communication skills.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

m.

n.

o.

(NOTE: Test questions 2,3,7,9 and 10 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

2. Demonstrate telephone techniques which will improve communication.

3. Exchange business information during a local telephone call.

4. Match the statement on the left with the particular type of long distance call on the right. Write the correct number in the blank at the left.

_____a. Caller talks to whoever answers telephone

_____b. Allows caller to place call without going through operator

_____c. Used to place calls and transfers the charges to another telephone number

_____d. Costs more than a station-to-station call

_____e. Enables the holder to make calls from any telephone in the U.S. or Canada to any other city, state, or country

1. Station-to Station
2. Credit card
3. Person-to-Person
4. Third number
5. Direct dialing

5. List in order the least expensive long distance call to the most expensive by numbering the following from 1 to 3.

_____a. Operator-unassisted - calling card

_____b. Operator-assisted - Person-to-Person

_____c. Operator-unassisted - Direct Dialing

6. List five steps which should be followed in making a long distance telephone call.

a.

b.

c.

d.

e.

7. Match area code numbers with geographical locations.

8. List the five United States time zones in order from east to west.

   a.

   b.

   c.

   d.

   e.

9. Determine the corresponding times in the other zones when given the time in a particular city.

10. Exchange business information on long distance calls (simulation).

TELEPHONE USAGE/CONVERSATION
UNIT I

ANSWERS TO TEST

1. May be any 15 of the following techniques.

   a. Have easy access to pad and pencil, telephone directories and reference materials

   b. Maintain and use a list of frequently called numbers

   c. Designate a place for leaving telephone messages

   d. Know how to use the telephone services and equipment

   e. Use businesslike phrases instead of slang

   f. Avoid using technical expressions which may confuse the caller

   g. Be a good listener

   h. Take accurate notes

   i. Avoid talking to others while a person is waiting on a line

   j. Always acknowledge requests

   k. Show interest by using caller's name

   l. Be tactful

   m. Return calls promptly

   n. Apologize for any errors or delays

   o. Use polite phrases to put a smile on your face

   p. Show a sincere interest in the caller

   q. Speak clearly and distinctly. Do not chew gum, eat food, or smoke when talking on the telephone

   r. Vary the tone of your voice

s. Talk directly into the telephone transmitter

t. Talk in a moderate tone

2. Evaluate to the satisfaction of the instructor

3. Evaluate to the satisfaction of the instructor

4. a. 1
   b. 5
   c. 4
   d. 3
   e. 2

5. a. 2
   b. 3
   c. 1

6. (Any five of the following)
   a. Be sure of the number before placing the call
   b. Plan the call in advance
   c. Time your call carefully
   d. Place the call
   e. Identify yourself immediately
   f. State the purpose of your call and give the name of the person to whom you wish to speak

7. Evaluate to the satisfaction of the instructor
   (See answers to Assignment Sheet #6)

8. a. Atlantic
   b. Eastern
   c. Central
   d. Mountain
   e. Pacific

9. Evaluate to the satisfaction of the instructor
   (See answers to Assignment Sheet #7)

10. Evaluate to the satisfaction of the instructor

INFORMAL SPEECH PRESENTATION
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to speak comfortably in front of a group or audience. The student should be able to identify and demonstrate techniques in eliminating or controlling the fear of speaking to an audience. The student should be able to successfully deliver an informal, informative and convincing speech to an audience. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. List reasons why being able to speak well to an audience can be beneficial
2. Explain the value of fear in speaking to an audience
3. List ways or techniques to eliminate or control fear of speaking
4. List purposes of speeches
5. List "Do's" in choosing and limiting a speech topic
6. Define the motivated sequence
7. List methods to use in the "attention" step
8. List and explain four parts or elements of the "need" step
9. Explain the purpose of the "satisfaction" step
10. Describe the function of the "visualization" step and list three ways it may be developed
11. Name the goal, order to follow, materials to use and things to avoid in giving both an informative and a convincing speech

12. Deliver an informal informative speech to an audience
13. Deliver an informal convincing speech to an audience

INFORMAL SPEECH PRESENTATION
UNIT II

SUGGESTED ACTIVITIES

I. Make transparencies.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets and handouts.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Discuss fear and suggestions for controlling it.

VII. Have students give self-disclosure speeches, using Assignment Sheet #1.

VIII. Discuss Do's and Don'ts concerning choosing and limiting a speech topic.

IX. Discuss Instructor's Evaluation Sheet, to explain how students will be evaluated on Assignment Sheets #2 and #3.

X. Have students practice speeches.

XI. Have students give speeches, using Assignment Sheet #2 and #3.

XII. Give test.

XIII. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

   A. Objective sheet

   B. Information sheet and handouts

   C. Transparency masters-

      1. TM 1--Suggestions to Help You Control Your Fear of Speaking in Front of an Audience

2. TM 2--Do's and Don'ts in Choosing and Limiting a Speech Topic

D. Assignment sheets-

1. Assignment Sheet #1--Give a self-disclosure speech

2. Assignment Sheet #2--Give an informative speech

3. Assignment Sheet #3--Give a convincing speech

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

A. Ehninger, Douglas; Monroe, Alan H.; and Gronbeck, Bruce E. Principles and Types of Speech Communication. Glenview, IL: Scott, Foresman and Co., 1978.

B. Elson E.F. and Peck, Alberta. The Art of Speaking. Boston, MA: Ginn and Company, 1970.

C. Thomas, Jim. Communication. Marked Tree, AR: Delta Vo-Tech School, 1981.

INFORMAL SPEECH PRESENTATION
UNIT II

INFORMATION SHEET

I. Why study speech?

(NOTE: Being able to speak well is one of the greatest assets you can have; it will pay you dividends.)

A. Right now

1. Brings about personal improvement

(NOTE: Your voice, self-expression, self-image and thinking will be improved.)

2. Helps you do better school work

(NOTE: Speaking, listening habits, and group work will be better.)

3. Helps you be a leader

(NOTE: Others will be influenced by your assured manner.)

4. Helps you excel in activities

Examples: debate, radio and TV, speech contests, politics, humor

5. Prepares you for life situations

(NOTE: Learning to communicate with others is valuable preparation.)

B. Later

1. Helps you succeed economically

(NOTE: Top-notch success is closely related to skill in speaking.)

2. Allows you to be of service to your community

(NOTE: Clubs, church, and political organizations will welcome you.)

3. Makes you at ease in social situations

(NOTE: Everyone likes a good mixer who uses language engagingly.)

4. Increases your knowledge

(NOTE: Many skills are related to the study of speech.)

5. Makes everyday life more rewarding

(NOTE: Speaking, like other subjects, can be made an art.)

(NOTE: American industry tells us that the most costly problems they encounter are brought about by communication breakdowns.)

II. The Value of Fear of Speaking

A. Is natural

(NOTE: The person who says he/she never feels keyed-up, anxious, disquieted, nervously concerned, or worried when he gets up to talk to an audience is either not being truthful with him/herself or not being truthful with others. To be afraid is a natural human reaction to most situations in which you must speak. You'll learn to control that fear, although you may never be entirely free from it. In fact, you should be glad that you're scared. Fear has a value that is often overlooked by beginning speakers.)

B. Creates sensitivity to audience

(NOTE: A person who completely lacks fear of an audience often lacks sensitivity and imagination also. He may have no feeling of responsibility toward his listeners and, therefore, may be too easily satisfied by an inadequate performance on his part. Your fear in speaking is usually rooted in your eager desire to do well before your audience. You want so desperately to do a good job that your nervous energy goes on a rampage, the result being what is called "stage fright".)

C. Motivates accomplishment

(NOTE: Psychiatrists assure us, too, that the emotion of concern is necessary to motivate accomplishment. When we are ambitious, we have considerable anxiety. We have feelings of insecurity and lack of self-assurance and confidence until we reach our goals. Worry and anxiety are normal, useful emotions when we can control them.)

III. Ways to Control Fear of Speaking

(NOTE: Much of your fear will be eliminated as time goes on and as you learn how to control your excessive nervous energy. Properly directed, that energy can lend force, vitality, and enthusiasm to your speaking. When the wild energy of the White River was harnessed by the engineers who built Bull Shoals and Norfolk Dams, the result was an enormous increase of electric power for Arkansas. So it can be for you. Harness your nervous energy: turn it into an asset rather than a liability.)

A. Bypass Your Fears

(NOTE: Keep your mind where it belongs--on your speech rather than on yourself and your worries. Much stage fright is caused by thoughts of inferiority and weakness and by fear of failure. Avoid the negative "I can't" attitude and think only good strong, optimistic thoughts about your speech.)

B. Be thoroughly prepared

(NOTE: The best insurance against fear is complete preparation. You can't be at your best if you start preparing your talk the night or afternoon before you are to deliver it. Give yourself plenty of time to get ready, and use that time to good advantage.)

C. Make the most of any opportunity to inject humor into your speech

(NOTE: Many speakers find that if they can get the audience to laugh a bit, there will be a greater feeling of ease and relaxation for everyone. The speaker feels less tension because he considers the audience to be more agreeable and sympathetic; the audience feels less tension because laughter and geniality are always relaxing.)

D. Be confident

(NOTE: Approach your audience with confidence. Walk to the speaker's stand or table in a quiet and businesslike manner. Stand straight, keep your shoulders back, look proud, and act confident, even though your knees may be trembling.)

E. Speak Slowly and with Short Sentences

(NOTE: If you rush the tempo of your speech at first or use long, involved sentences, you'll soon be breathless and uncomfortable.)

F. Maintain Eye Contact

(NOTE: Look at individuals in your audience while you are speaking. This may seem difficult to you at first because of your shyness or nervousness. However, if you force yourself to do it, you'll find that it helps to make individual friends out of what seems to be a mass of strange faces. You'll soon feel more at ease with your audience, and you'll look more poised and relaxed.)

G. Use Pauses

(NOTE: Make liberal use of pauses during your talk. Beginners are often afraid to pause while speaking. They feel they'll forget what they're saying. Yet, purposeful silences have both a dramatic and practical value. They command respect and attention from the audience, and they give the speaker time to take a deep breath and control his nervous energy. Deep breathing helps to relax muscles and to reduce nervousness.)

H. Conclude in a Dignified and Confident Manner

(NOTE: Let your listeners know that you have finished by stating your concluding words firmly and deliberately. Turn and leave the platform easily. An appearance of poise hides many a "quaking heart". Always put on a good front for your listeners.)

(NOTE: Don't be misled by the simplicity of these preceding suggestions. They are basic for good speech delivery. Courage, confidence, and self-reliance can't be acquired overnight, but a conscientous effort on your part to follow these suggestions will help you to control that cotton-mouthed, clammy-handed, scared-to-death feeling that all beginning speakers share.)

(NOTE: Experience is a great teacher. The best way to conquer your fear of speaking is to speak. It's like learning to swim. You can read in books all about how to speak, you can listen to all the advice that your friends may give you, but in the final analysis it's what you do that counts. So take your icy plunge with a positive mental attitude. Learn to say, "I can" and "I will," rather than "I'm scared" and "I can't.")

IV. Types of Speeches

A. Five purposes of speeches

1. To inform
2. To convince
3. To persuade
4. To entertain
5. To impress or inspire

(NOTE: You should also remember that you can't always "pigeonhole" a speech into one category. There may be an overlapping of purposes within a single speech. What you plan as a purely informative talk may also be entertaining to your audience, or an inspiring speech may also be convincing. Regardless of such overlapping, however, you should recognize that it is not only possible but also wise to designate a major purpose for your speech and to focus your presentation upon that single purpose in order to keep your message in perspective.)

B. Effective speeches

(NOTE: Do not forget that speaking is communication, and communication becomes more effective when certain guidelines are followed.)

1. Fresh, worthwhile, and relevant ideas
2. Interesting and accurate material
3. Strong and appropriate speech organization
4. General statements supported by valid and varied details
5. Mature and fluent use of language
6. Poised, sincere, and skillful delivery
7. Gives evidence in its entirety not only of your continuing awareness of your own aims but also of how the audience is reacting to them

V. Purpose of a Speech to Inform

A. Adds to knowledge and understanding

(NOTE: An important purpose in communication is to state facts and to give information. Actually, most speaking, regardless of its specific purpose, is largely informational; however, when the giving of information becomes the chief aim and purpose of a speaker, the resulting speech may be classed as informative. Such a speech may range from giving simple directions(Where's the library?) to explaining a complicated theory or process(What is photosynthesis?). It may encompass a mere announcement of facts(the plan for the next school party) or formal project report based on reading and research(some of the causes of the Civil War). In each case the emphasis is primarily on statements of fact; the appeal is chiefly to the understanding of the listener.)

B. Fills curiosity of people

(NOTE: People like to know things. They're curious. It makes no difference whether they're finding satisfaction in "poking around" in their own little private investigations or getting it from being handed information on a silver platter. They still like to know something new. It's this curiosity that makes such talks popular with speakers. A dash of suspense in an informative talk may lead you to discover new depths of curiosity in people.)

VI. Goal of a Speech to Inform

(NOTE: Your aim is to add to the knowledge of your listeners, to give them information. You shed light on a subject by sharing facts which you have learned through experience, talking with people, observation, and reading. You explain, describe, report, clarify, exemplify, or otherwise supply material that is vital to understanding. You introduce facts that are new, observe old facts in a new light, clear up misinformation and misunderstanding, or point out relationships between facts which your audience knows and those which it is just learning.)

A. Main responsibility is accuracy, objectivity, and clarity

(NOTE: The response you want from your listeners simple: "I understand what you said.")

B. Suggestions for achieving goal

1. Aim for clearness

   (NOTE: It is extremely important that your audience understands you, that it is not left uncertain or puzzled about what you have explained.)

2. Be a slave to accuracy

   (NOTE: Check your facts. Are they authoritative? Can you verify them? Is the source reliable? Don't make a statement unless you are sure of its truth.)

3. Be wary of broad generalizations

   (NOTE: To be accurate, a general statement needs the support of many specific facts.)

4. Control your feelings and prejudices

   (NOTE: Strong opinions or feelings may lead you astray from your original purpose. To inform does not mean to convince or to persuade. Be objective.)

5. Know your subject

VII. Order to Follow in a Speech to Inform

A. Best order

(NOTE: Arrange your major points in whatever order will best fit the material to be presented. Tell first those things which are necessary to the understanding of what follows.)

B. Chronological order

(NOTE: This is best for describing travels, explaining a step-by-step process, or telling personal experiences in which the exact time sequence seems important to follow.)

C. Climactic order

(NOTE: This is effective for an account or a narrative in which the facts logically build up to a dramatic ending or strong climax.)

D. Space order

(NOTE: Arrange the main points in a space pattern, jumping from one location to another, for describing a building or a scene, giving directions for finding a location, explaining a plan or design, describing a geographical place, or talking about a trip. Using this order if moving from place to place seems a logical plan to follow.)

E. Size, Importance, Difficulty, or Interest order

(NOTE: Arrange the main points in order of size, importance, difficulty, or interest(as from least difficult to most difficult or from most important to least important) depending upon your judgement of where the emphasis should be placed. This small-to-large or large-to-small order is generally logical for explaining or describing almost anything.)

VIII. Materials to use in a speech to inform

A. Abundance of illustrative materials

(NOTE: Use facts, statistics, examples, comparisons, incidents, stories, quotations or anything which helps to catch the interest of the audience and to clarify a point.)

B. Visual devices

(NOTE: If appropriate, use maps, pictures, drawings, charts, diagrams, exhibits, demonstrations as an aid to clearness and interest.)

C. Points related to the special interests of your audience

(NOTE: Refer to things they know, feel, or have done.)

D. Definitions, examples, descriptions, comparisons, and restatements which explain difficult terms, words, or ideas

(NOTE: Repeat and restate the key facts and essential relationships of your subject in as many ways as you can, especially in your conclusion. Use transitional devices between main points, and employ cue phrases from time to time to help listeners to follow the progression of your material.)

IX. Things to avoid in a speech to inform

A. Too many small details that may bore or confuse your listeners

B. Insufficient facts to support your main points or the omission of necessary details for clear understanding

C. Expression of opinion about facts

(NOTE: Do not attempt to convince, persuade, or impress your audience if your *main* purpose is to give information.)

D. Technical subjects that are too difficult or too remote from the interests of your audience

E. Selecting a subject with which you are unfamiliar

(NOTE: Complete knowledge of your subject is critical in any speech.)

X. Purpose of a Speech to Convince

A. Brings about belief and conviction

B. Argues about something, asserts a belief, defends a position, or takes a stand for or against some idea

(NOTE: The need to speak convincingly is an almost continuous challenge in your life, whether you are arguing about the best baseball player, trying to convince your parents or spouse that you want more freedom, taking sides in an election, engaging in a heated classroom discussion, debating with yourself about some course of action, or presenting your convictions in a formal speech. Whenever you attempt to settle a problem, instill belief in a listener, change his mind, get him to agree with you, or otherwise influence his thinking so that he is "with you" instead of "against you", you are giving a convincing speech.)

XI. Goal of a speech of convince

A. Use facts to support a belief

(NOTE: In content the speech that convinces is somewhat linked with the speech that informs; both require factual material for their base. But, in sense, the convincing speech "takes off" where the informative one ends. The method of handling the material is different because the speaker's purpose is not merely to present facts but also to use those facts as evidence to support a contention or belief, to reason and argue from facts.)

B. Attempts to create a favorable impression, plant your belief, remove doubts, and get the audience to agree with the belief

(NOTE: You do this by appealing both to the mind and to the feelings. You present facts, reasons, and arguments to satisfy the rational needs of the audience, and then you invite, urge, lead, or "pull" your listeners into accepting your point of view by the weight and skill of your argument. If you're successful, you'll have your audience saying at the conclusion of your talk, "You've convinced me. I agree with what you said."

XII. Order to follow in a speech to convince

(NOTE: A logical plan is essential since your main approach is to reason, although you may also use a psychological or emotional appeal to accomplish your purpose.)

A. Problem-Solution plan

1. State the facts of the problem

2. Suggest a solution

3. Prove that your solution is practical and workable

4. Argue that your solution is the best one to solve the problem

B. Climactic order

(NOTE: You arrange your thoughts in a step-by-step pattern establishing a chain of reasoning that leaves your strongest argument for last.)

C. "Bull's-Eye" plan

(NOTE: This plan is useful because it immediately identifies the topic for the listener, gives him one central thought to consider, reinforces that thought with numerous examples, and ends with a personal appeal, which in this case is for conviction.)

D. Causal relationship plan

Example: Here's the situation
This is its cause
The effect is this
Here's what should be done about it

XIII. Materials to use in a speech to convince

A. Acceptable evidence

Examples: facts, statistics, examples, incidents, and the testimony of reliable authority

B. Analogies or comparisons

(NOTE: Be sure that they are valid, truly comparable, and acceptable to your listeners. Be sure that your material and your arguments appeal to the common desires, beliefs, interests, and goals of your audience. Stress the points with which they can agree.)

C. Human interest material

Examples: stories, anecdotes, personal references,

(NOTE: These illustrate your points and serve to make your audience feel that your argument concerns them personally by appealing to their emotions. These bring variety into the body of evidence so that your appeal will keep people listening.)

D. Visual evidence

Examples: photographs, pictures, slides, charts, diagrams, and sample exhibits

(NOTE: Sometimes, "seeing is believing". These aids, if appropriate to your presentation, will enliven your speech.)

XIV. Things to avoid in a speech to convince

A. Ignoring the interests and feelings of your listeners or forgetting to identify with them

B. Statements of strong opinion unsupported by facts or based on weak reasoning

C. Anything that might antagonize your listeners, like tactlessness, abruptness, cockiness, aggressiveness, temper, or impatience

D. "Lecturing" your listeners or becoming too argumentative or accusative

E. A wordy, heavy, humorless, plodding, or overrighteous presentation

F. Leaving an impression of insincerity or of not really caring about or believing in what you're saying

G. Stubbornness about recognizing weakness in or objections to your own point of view and an unwillingness to meet honestly the other points of view

H. Presenting your arguments in an overdramatic or over-emotional manner

I. Not knowing your subject

XV. Examples of topics for a speech to convince

A. A woman's place is in the home

B. We need more speed laws

C. Doctors earn too much money

D. Too much violence on TV

E. Capital punishment is a must

F. We Americans ignore our poor

G. Parents are too permissive

H. Sex education should be taught in school

I. We need stricter gun controls

J. People should stop smoking

K. ERA is needed(or not needed)

L. Drugs are harmless

M. Don't be a litterbug

N. I like Country-Western music

O. Schools should have dress codes

P. Drunk driver laws need changing

XVI. The Motivated Sequence

A. A pattern of organization applicable to all of the basic types of speeches

(NOTE: It derives its name from the fact that by following the normal processes of human thinking it motivates an audience to respond affirmatively to the speaker's purpose.)

B. Five basic steps in the sequence

1. Attention step
2. Need step
3. Satisfaction step
4. Visualization step
5. Action step

C. Attention Step

(NOTE: As a speaker, your first task, of course, is to gain attention. But merely gaining attention is not enough. You must also gain favorable attention, and you must direct it toward the major ideas in your speech. Customary methods and materials are used to attain these ends.)

1. Reference to the subject
2. Personal greeting
3. Reference to the occasion
4. Rhetorical question
5. Startling statement
6. Quotation
7. Humorous anecdote
8. Illustration

D. Need Step

(NOTE: This step includes four parts or elements.)

1. Statement--A clear, concise statement or description of the need or problem

2. Illustration--One or more detailed examples which illustrate the need

3. Ramification--Additional examples, statistical data, testimony, and other forms of support to show the extent of the need

4. Pointing--A convincing demonstration of how the need directly affects the people addressed: their health, happiness, security, or other interests

(NOTE: When dealing with a simple problem or with one the audience knows a good deal about, you may not find it necessary to use all four of these parts or structural elements. Regardless of whether you use the complete fourfold development, only a part of it, or some other structure, you will find the need step is one of the most important in your speech. It is here that you relate your subject to the vital concerns and interests of your audience.)

E. Satisfaction Step

(NOTE: The purpose of the satisfaction step is to enable your listeners to understand the information you are presenting or to get them to agree that the belief or action you propose is the correct one. The structure of this step differs somewhat, however, depending on whether your major purpose is primarily informative or persuasive. For this reason, the satisfaction step for informative or instructive speeches and the satisfaction step for persuasive and actuative speeches must be considered separately.)

1. Satisfaction Step in Speeches to Inform

   (NOTE: When your purpose is to inform to give your audience a clear understanding of some subject--the satisfaction step usually will constitute the bulk of your speech and will present the information that was specified as necessary in the need step. The development of the satisfaction step as used in informative speeches customarily includes three phases.)

a. Initial Summary--Main ideas or points you intend to cover briefly stated at the beginning

b. Detailed Information--Discuss in order the facts or explanations pertaining to each of these ideas or points discussed in order

c. Final Summary--Main points or ideas you have presented, together with any important conclusions you have drawn from them, restated at the end

2. Satisfaction Step in Speeches to Persuade

(NOTE: When the purpose of your speech is to persuade or to actuate, four elements are usually included in the satisfaction step.)

a. Statement--Attitude, belief, or action you wish the audience to adopt briefly stated

b. Explanation--Process of making sure your proposal is understood

(NOTE: Diagrams or charts are often useful here.)

c. Theoretical Demonstration--Shows how this belief or action logically meets the problem pointed out in the need step

d. Practical Experience--Gives actual examples showing that this proposal has worked effectively or that this belief has been proven correct.

(NOTE: Use facts, figures, and the testimony of experts to support your claims.)

(NOTE: You will probably find that you do not need to include all of these elements or parts in the satisfaction step of every persuasive speech. Neither will it be necessary that they always appear in the same order.)

F. Visualization Step

(NOTE: The visualization step is commonly used only in the speeches to persuade or to actuate. The function of the visualization step is to intensify desire: to help motivate the listeners to believe, feel, or act. In order to do this, it projects them into the future. Indeed, this step might also be called the "projection" step, for its effectiveness depends in large part upon the vividness with which it pictures the future or potential benefits of believing or acting as the speaker proposes. Accordingly, the visualization step may be developed in one of three ways.)

1. Positive Method--projecting a picture of the future that is positive

   (NOTE: When using the positive method, describe conditions as they will be in the future if the belief you advocate is accepted or the action you propose is carried out. Provide vivid, concrete descriptions. Select some situation which you are quite sure will arise in the future, and in that situation picture your audience actually enjoying the safety, pleasure, pride, etc., which the belief or proposal will produce.)

2. Negative Method--projecting a picture of the future that is negative

   (NOTE: When using the negative method, describe the adverse conditions that will prevail in the future if the belief you advocate is not adopted or the solution you propose is not carried out. Graphically picture for your audience the danger or unpleasantness which will result. Select the most striking problems or deficiencies you have pointed out in the need step and demonstrate how they will continue unless your recommendations are adopted.)

3. Contrast Method--projecting first a negative and then a positive picture in order to show contrast

   (NOTE: The method of contrast combines the positive and negative approaches. Use the negative development first, visualizing the bad effects that are likely to occur if your listeners fail to follow your advice; then introduce the positive elements, visualizing the good effects of believing or doing as you urge. By means of this contrast, both the bad and the good effects are made more striking and intense.)

(NOTE: Whichever method you use, however, remember that the visualization step always must stand the test of reality. The conditions you picture must seem probable. You must to the fullest extent possible put your listeners into the picture. Use vivid imagery: make them actually see, hear, feel, taste, or smell the things and benefits you describe. The more real you make the projected situation seem, the stronger will be their reaction.)

G. Action Step

(NOTE: There are many methods for developing the action step, but most commonly these methods employ one or more of several devices.)

1. Challenge or Appeal
2. Summary
3. Quotation
4. Illustration
5. Statement of Inducement
6. Statement of Personal Intention

(NOTE: Whatever method or material you use, be sure to keep the action step short.)

Example: "Stand up, speak up, shut up!"

INFORMAL SPEECH PRESENTATION
UNIT II

HANDOUT #1

EXAMPLE OF THE MOTIVATED SEQUENCE APPLIED TO A SPEECH TO INFORM

"ROW-THROW-GO"

Attention Step

A. Holiday deaths by drowning are second in number only to automobile accidents.

Need Step

A. Every person should know what to do when a call for help is heard.

   1. This information may help you save a friend.

   2. This information may help to save a member of your family.

Satisfaction Step

A. Remember three important words when someone is drowning: row, throw, go.

   1. Row: Look for a boat. You can well afford to take a little time to look for a means of rowing to the rescue.

      a. Look for a boat.
      b. Look for a canoe.
      c. Look for a raft.

   2. Throw: Look for a life buoy. See if you can locate something buoyant to throw to the person in distress.

      a. Look for a life buoy.
      b. Look for an inflated inner tube.
      c. Look for a board.
      d. Look for a child's floating toy.

3. Go: As a last resort, swim out to the drowning person.

   a. Approach the victim from the rear.
   b. If you are grabbed, go underwater.
   c. Clutch the person's hair.
   d. Swim for shore.

B. Remember, when you hear the call for help:

   1. Look first for something in which to row.

   2. Look for something buoyant to throw the victim.

   3. Go out only as a last resort.

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INFORMAL SPEECH PRESENTATION
UNIT II

HANDOUT #2

EXAMPLE OF THE MOTIVATED SEQUENCE APPLIED TO A SPEECH TO CONVINCE

"LOCAL GOVERNMENT IS IMPORTANT"

Attention Step

A. Look first at the person sitting on your right; then at the person sitting on your left.

   1. The chances are neither of them voted in the recent municipal election.

   2. The chances are at least one of them could not even name the candidates.

Need Step

A. Most of us do not realize how important local government is to us.

   1. We are concerned with making a living.

   2. We get our news from the national radio and television networks.

   3. We do not attend meeting of our city's boards or agencies.

Satisfaction Step

A. Our local government is of vital importance to all of us.

   1. It collects and spends a large portion of our tax dollars.

   2. It provides the police, fire, and sanitary services on which our security and health depend.

   3. It is responsible for the schools our children attend.

Visualization Step

A. Today we stand at the fork of the road insofar as our towns and cities are concerned.

  1. Continued apathy will compound their present problems.

    a. They will gradually degenerate into slums.
    b. The benefits of community life will be lost.

  2. Citizen interest will do much to reverse these standards.

    a. The efficiency of local government will be increased.
    b. Our cities will become more pleasant and healthful places in which to live and to raise our families.

  3. Which way shall we choose?

As you can see by the above example your purpose was not to move your audience to overt action. Your purpose was merely to influence their beliefs or attitudes--to adopt your point of view on a matter of mutual interest. In this case, obviously, the fifth or "action" step in the sequence is not needed. Instead, your speech may terminate once you have visualized the advantages or benefits to be derived from adopting the belief or attitude you advocate.

INFORMAL SPEECH PRESENTATION
UNIT II

HANDOUT #3

CHOOSING AND LIMITING A SPEECH TOPIC

DO's and DON'Ts

DO choose your subject with thought and care.

DO select a subject early and let it grow in your thinking.

DO consider how appropriate the subject is in relation to the audience and the occasion.

DO dig into your own head and heart and examine your thoughts, your feelings, and your accomplishments in regard to the subject.

DO choose subjects from a variety of fields. Let your interest guide you where your knowledge is limited.

DO have a clearly identifiable purpose in mind as you choose your subject.

DO choose a subject which is fresh and about which you probably know more than your listeners do.

Do have confidence in your own unique qualities. There is no one like you, and what you can tell has a special worth, flavor, or importance.

DON'T pick a subject at random and hope to find something to say about it later.

DON'T procrastinate and then try to do a week's work in thirty minutes.

DON'T choose a subject blindly, without concern for your listener's needs and desires.

DON'T "lift" thought from publications without putting them through the mill of your own mind. Be original!

DON'T be afraid of a subject about which you know little. If you're interested, you can find facts.

DON'T decide to select a subject and just talk about it as you go along.

DON'T let your interest and energy wane to the extent that you merely try to warm up some old hash.

DON'T fall into the trap of thinking that everyone else knows what you know or thinks as you think.

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INFORMAL SPEECH PRESENTATION
UNIT II

HANDOUT #4

A GRADING CHART FOR SPEECH EVALUATION

SPEAKER ______________________

TOPIC ____

General Evaluation **Specific Evaluation**

GRADE			A	B	C	D	F
	CONTENT	Well-Chosen, Interesting Material					
		Clear, Definite Purpose					
		Well-Unified Theme					
		Careful Selection of Detail					
		Interesting Illustrations					
	ORGANIZATION	Attention-Getting Introduction					
		Logical Arrangement of Ideas					
		Easy Transitions					
		Effective Conclusion					
	DELIVERY	Mental, Physical, Social Poise					
		Natural, Sincere Manner					
		Pleasing Vocal Qualities					
		Clear, Distinct Speech					
		Effective Audience Contact					
		Meaningful Gestures					
	LANGUAGE	Good Choice of Words					
		Correct Pronunciation					
		Well-Composed Sentences					
		Acceptable Grammar					
		Originality of Style					
	AUDIENCE APPEAL	Ability to Hold Interest					
		Consideration for Audience					
		Projection of Personality					

BEST COPY AVAILABLE

SUGGESTIONS FOR CONTROLLING FEAR OF SPEAKING TO AN AUDIENCE

1. BYPASS YOUR FEARS
2. BE THOROUGHLY PREPARED
3. MAKE THE MOST OF ANY OPPORTUNITY TO INJECT HUMOR INTO YOUR SPEECH
4. APPROACH YOUR AUDIENCE WITH CONFIDENCE
5. BEGIN SPEAKING SLOWLY, WITH SHORT SENTENCES
6. LOOK AT INDIVIDUALS IN YOUR AUDIENCE WHILE YOU ARE SPEAKING
7. MAKE LIBERAL USE OF PAUSES DURING YOUR TALK
8. CONCLUDE IN A DIGNIFIED AND CONFIDENT MANNER

DON'T BE MISLED BY THE SIMPLICITY OF THESE SUGGESTIONS. COURAGE, CONFIDENCE AND SELF-RELIANCE CAN'T BE ACQUIRED OVERNIGHT.

TM 1

CHOOSING AND LIMITING A SPEECH TOPIC

DO's and DON'Ts

DO choose your subject with thought and care.

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DO consider how appropriate the subject is in relation to the audience and the occasion.

DO dig into your own head and heart and examine your thoughts, your feelings, and your accomplishments in regard to the subject.

DO choose subjects from a variety of fields. Let your interest guide you where your knowledge is limited.

DO have a clearly identifiable purpose in mind as you choose your subject.

DO choose a subject which is fresh and about which you probably know more than your listeners do.

Do have confidence in your own unique qualities. There is no one like you, and what you can tell has a special worth, flavor, or importance.

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DON'T "lift" thought from publications without putting them through the mill of your own mind. Be original!

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DON'T decide to select a subject and just talk about it as you go along.

DON'T let your interest and energy wane to the extent that you merely try to warm up some old hash.

DON'T fall into the trap of thinking that everyone else knows what you know or thinks as you think.

INFORMAL SPEECH PRESENTATION
UNIT II

ASSIGNMENT SHEET #1--SPEECH OF SELF-DISCLOSURE AND STAGE FRIGHT

Directions: Present a speech(brief) of self-disclosure and stage fright according to the information listed below. When your turn to speak is called or you volunteer, merely take the floor and honestly tell your audience about all the peculiar and strange feelings you have when you talk to them. If your knees are shaking, you say so and go even further--you let them shake while you show your audience, without exaggeration, how they shake. In other words, tell everything.

You may be amused at your fears as you recount them. Your audience may be amused with you but not at you. They undoubtedly have many of the same fears. After making known all your fears, the class will tell you voluntarily how they think you can overcome your various nervous tensions. After the class members make their suggestions, it will be your turn again. You will honestly tell them how you feel at that moment. You will likely be surprised to find yourself calm, greatly relaxed, and poised. If not, you probably will not have told the group all your fears and will still be trying to hide certain feelings which you hope your audience will not recognize. If you feel "pretty good", then it is likely that you have told everything and no longer are trying to hide a great number of normal nervous reactions. Throughout this experience you will remain standing.

The order of the speech should be these three steps:

1. Describe all your fears and sensations.
2. Ask your audience to tell you informally how they think you can improve yourself.
3. After the class members complete their remarks, tell them exactly how you feel at the moment. Then return to your chair.

Speaking Notes: Make a list of your "speech fears" if you wish.

Time Limits: None.

Outline of Speech: Prepare a list of your fears and hand the list to me when you rise to tell about yourself.

Purpose of the Speech of Self-Disclosure and Stage Fright

The speech of self-disclosure and stage fright is unique. It is also important because it does a great deal for the student. By carrying it through, a person sometimes achieves a mastery over himself which before he had thought impossible. The student sees that practically all inexperienced speakers suffer similar fears and physical reactions, including apathy, speechlessness, short breath, dry mouth, weak knees, stomach pain, and nervous trembling. Because improvement so often is an immediate result of this speech experience, it is offered here with the thought that every student will gain much from it. As you will see, it is not a speech ever to be presented to a public audience.

Explanation of the Speech of Self-Disclosure and Stage Fright

This speech is absolutely unrehearsed. It requires a maximum of honesty, sincerity, understanding of the other fellow, and straight-from-the-heart truth. Without complete honesty and frankness, many benefits are lost.

Suggested Topic

You need no specific topic for this speech. Just tell how you feel before speaking, when speaking and afterwards. Also tell what you think really causes your fears.

How to Prepare the Speech

You should think of all the many sensations and thoughts and insignificant reactions that have flashed into your mind during your past talks or speeches. In order not to overlook anything, write out a list of these bothersome gremlins and study them carefully so that you may orally trade stories with other class members. If something funny has happened to you because of stage fright, plan to tell the class about it. You will enjoy a good joke on yourself and so will the class. It will be a good opportunity for you to laugh at yourself.

Your best preparation is to give yourself a definite "set of mind" in which you make a decision to tell all without reservation.

How to Present the Speech

This should be the simplest, most undramatic and sincere discussion you have made. It should come straight from the heart from start to finish--nothing more, nothing less. Your style should be you talking with a group of friends who will reciprocate. You do not need any notes unless they comprise a simple list of the fears and sensations you want to talk about.

INFORMAL SPEECH PRESENTATION
UNIT II

ASSIGNMENT SHEET #2--GIVING AN INFORMAL INFORMATIVE SPEECH

Directions: You will be assigned a date by your instructor to present an informative speech to your class. You may select your speech topic; however, it must be approved by your instructor before presentation. A topic related to your area of vocational study will be a good choice.

INFORMAL SPEECH PRESENTATION
UNIT II

ASSIGNMENT SHEET #3--GIVING AN INFORMAL CONVINCING SPEECH

Directions: You will be assigned a date by your instructor to present a convincing speech to your class. You may select the speech topic; however, it must be approved by your instructor before presentation. You may wish to choose a topic related to your area of vocational study.

INFORMAL SPEECH PRESENTATION
UNIT II

ASSIGNMENT SHEET #3--GIVING AN INFORMAL CONVINCING SPEECH

Directions: You will be assigned a date by your instructor to present a convincing speech to your class. You may select the speech topic; however, it must be approved by your instructor before presentation. You may wish to choose a topic related to your area of vocational study.

INFORMAL SPEECH PRESENTATION
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #2

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #3

Evaluate to the satisfaction of the instructor.

INFORMAL SPEECH PRESENTATION
UNIT II

TEST

1. List eight reasons why being able to speak well to an audience can be beneficial.

    a.

    b.

    c.

    d.

    e.

    f.

    g.

    h.

2. Explain the value of fear in speaking to an audience.

3. List eight ways to control the fear of speaking.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

4. List the five purposes of speeches.

   a.

   b.

   c.

   d.

   e.

5. List eight "do's" in choosing and limiting a speech topic.

   a.

   b.

   c.

d.

e.

f.

g.

h.

6. Define the motivated sequence.

7. List six methods to use in the "attention" step.

a.

b.

c.

d.

e.

f.

8. List and explain four parts or elements of the "need" step.

a.

b.

c.

d.

9. Explain the purpose of the "satisfaction" step.

10. Describe the function of the "visualization" step and list three ways it may be developed

Function:

Methods of Development:

a.

b.

c.

11. Name the goal, plan to follow, materials to use, and things to avoid in giving both an informative and a convincing speech.

a. Informative:
Goal:

Order to follow:
a.

b.

c.

d.

e.

Materials to use:
a.

b.

c.

d.

Things to avoid:
a.

b.

c.

d.

e.

b. Convincing:
Goal:

Order to follow:
a.

b.

c.

d.

Materials to use:
a.

b.

c.

d.

Things to avoid:
a.

b.

c.

d.

e.

(NOTE: Questions 12 and 13 are Assignment Sheet #2 and #3. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Deliver an informal informative speech to an audience.

13. Deliver an informal convincing speech to an audience.

INFORMAL SPEECH PRESENTATION
UNIT II

ANSWERS TO TEST

1. Answers should include any eight of the following:

   a. Brings about personal improvement
   b. Helps a student do better school work
   c. Helps a person be a leader
   d. Helps a person excel in activities
   e. Prepares a person for life situations
   f. Helps a person succeed economically
   g. Allows a person to be of better service to community
   h. Makes a person at ease in social situations
   i. Increases a person's knowledge
   j. Makes everyday life more rewarding

2. Evaluate to the satisfaction of the instructor.

3. a. Bypass your fears
   b. Be thoroughly prepared
   c. Inject humor into your speech
   d. Be confident
   e. Speak slowly with short sentences
   f. Maintain eye contact
   g. Use pauses
   h. Conclude in a dignified and confident manner

4. a. To inform
   b. To convince
   c. To persuade
   d. To entertain
   e. To impress or inspire

5. a. Choose subject with care
   b. Select subject early and think about it
   c. Relate the subject to the audience and occasion
   d. Search your own thoughts, feelings, and accomplishments relating to the subject
   e. Choose subjects from a variety of fields
   f. Have a clear purpose in mind
   g. Choose a subject about which you know more than the listeners
   h. Have confidence in your own qualities

6. Answers will vary in wording.

It is the normal process of human thinking which motivates the audience to respond favorably to the speaker's purpose. It is applicable to all of the basic types of speeches although not all of them include every step in the process.

7. Answers will include any six of the following:

   a. Reference to the subject
   b. Personal greeting
   c. Reference to the occasion
   d. Rhetorical question
   e. Startling statement
   f. Quotation
   g. Humorous anecdote
   h. Illustration

8. a. Statement--a clear, concise statement or description of the need or problem
   b. Illustration--one or more detailed examples which illustrate the need
   c. Ramification--additional examples, statistical data, testimony, and other forms of support to show the extent of the need
   d. Pointing--a convincing demonstration of how the need directly affects the people addressed

9. Answers may vary in wording.

   The purpose is to enable the listeners to understand the information being presented or to get them to agree that the belief or action proposed is the correct one.

10. Answers may vary in wording.

    Function: The function of the visualization step is to intensify desire--to help motivate the listeners to believe, feel, or act.

    Three methods of development:
    a. By projecting a picture of the future that is positive
    b. By projecting a picture of the future that is negative
    c. By projecting first a negative and then a positive picture in order to show contrast

11. Answers may vary in wording.

    Informative:
    Goal: To add to the knowledge of the listeners; to give them information

Order to follow:
a. Order which best fits material
b. Chronological order
c. Climactic order
d. Space order
e. Size, importance, difficulty, or interest order

Materials to use:
a. Illustrative materials such as facts, stories, quotes
b. Visual devices such as maps, pictures, charts
c. Points related to special interests of audience
d. Definitions, examples, comparisons, etc.

Things to avoid:
a. Too many details
b. Insufficient facts
c. Expression of opinion about facts
d. Subjects too remote or difficult for audience
e. Unfamiliar subject

Convincing:
Goal: Attempts to create a favorable impression, plant a belief, remove doubts, and get the support or agreement of the audience

Order to follow:
a. Problem-solution plan
b. Climactic order
c. "Bull's-Eye" plan
d. Causal relationship plan

Methods to use:
a. Evidence such as facts, statistics, examples, incidents, and testimony of reliable authority
b. Analogies or comparisons
c. Human interest material
d. Visual evidence such as photos, pictures, slides, charts, etc.

Things to avoid:
a. Ignoring interests and feelings of audience
b. Strong statements of opinion
c. Aggressiveness, weak reasoning, temper, etc.
d. "Lecturing" the audience
e. Over-righteous presentation
f. Insincerity
g. Stubbornness in recognizing opposing points of view
h. Overdramatic presentation
i. Lack of knowledge of subject

12. Evaluate to the satisfaction of the instructor.

13. Evaluate to the satisfaction of the instructor.

COMMUNICATION OBSTACLES
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to select from a list of responsibilities of the listener and speaker to overcome obstacles to communication. The student should be able to name and define obstacles to communication. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the listening communication terms to their correct definitions.
2. Select from a list the responsibilities of the speaker in overcoming poor listening as an obstacle to communication.
3. Select from a list the responsibilities of the listener in overcoming poor listening as an obstacle to communication.

COMMUNICATION OBSTACLES
UNIT I

SUGGESTED ACTIVITIES

I. Provide students with objective sheet.

II. Provide students with information and assignment sheets.

III. Discuss unit and specific objectives.

IV. Discuss information sheets and assignment sheets.

V. Encourage students to participate in class discussion of communication obstacles.

VI. Give test.

VII. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

  A. Objective sheet

  B. Information sheets

  C. Assignment Sheet #1--Recognizing Communication Obstacles

  D. Answers to assignment sheet

  E. Test

  F. Answers to test

II. References

  A. Agin, Avis, and Prather, Joanna P. Listening and Notemaking. Freeport, New York: Educational Activities, Inc., 1979.

  B. Nelson, Frank W. Group Instruction for Cooperative Programs. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

COMMUNICATION OBSTACLES
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Communication--Any way by which information is conveyed from one person to another

   B. Oral communication--Conveying ideas and information from one person to another through speech

   C. Nonverbal communication--Physical expressions, motions, and gestures that serve as clues to communication

   D. Voice qualities--Traits of the voice which contribute to clarity of communication: pitch, tone, volume, and rate

   E. Tone--Accent or inflection of sound that aids in expressing emotion

   F. Pitch--Highness or lowness of sound

   G. Volume--The degree of loudness or the intensity of sound

   H. Rate--The speed of sound

   I. Gestures--Use of motions of the limbs or body as a means of expression

   J. Mannerisms--A person's characteristics or ways of acting

   K. Empathy--Putting yourself in the other person's position

   L. Feedback--Process of determining if messages are understood or misunderstood

   M. Colloquialism--Word used only in a certain area of the country

   N. Semantics--The study of meaning transmitted by words

   Examples: the word range To a cowboy, range means prairie; to a gunner, range means distance; to a homemaker range means stove.

   O. Acronym--Word formed from the initials of words

II. Responsibilities of the listener in overcoming communication obstacles

   A. Avoid daydreaming

      1. Put away outside cares

2. Listen continually rather than intermittently

   (NOTE: A wandering mind causes a gap in comprehension.)

B. Avoid distractions

1. Shut out background noises and activities

   Examples: Street noises, noises in the corridor, latecomers, and whispering in the audience

2. Avoid creating your own distractions

   Examples: humming, shuffling papers, whispering, and finger tapping

C. Look beyond the speaker's shortcomings

1. Learn to ignore the speaker's dialect, inappropriate use of words, mispronunciation, and/or grammatical errors

D. Listen between the lines

1. Consider the speaker's voice qualities--tone, pitch, rate and volume.

   (NOTE: Voice qualities indicate the speaker's attitude about himself and the topic being discussed.)

2. Observe nonverbal clues such as expressions and gestures

3. Recognize the speaker's connotation of words

E. Keep an open mind

1. Set aside all preconceived ideas of the speaker and/or subject

2. Listen without prejudging

   (NOTE: Do not focus on one aspect of the presentation and jump to conclusions. Listen carefully to the entire presentation.)

3. Try to learn something

   (NOTE: Listen for the unfamiliar. Do not think you have heard it all before. Give the speaker a chance to be informative.

4. Avoid the self-interest aspect of listening which means hearing only what you want hear.

F. Be patient with the speaker

1. Don't think ahead of the speaker

   (NOTE: You miss part of the speaker's message.)

2. Use extra time to concentrate on the content of the presentation.

   (NOTE: You processs spoken words at a much faster rate than they can be spoken. Devote this time to reasoning, determining validity, and weighing emotional biases.)

G. React to the speaker

1. Give nonverbal evidence of listening

   Examples: an alert expression, direct eye contact

2. Use verbal feedback when allowable and appropriate

   Examples: meaningful question or agreeable comment

   (NOTE: Always avoid direct negative comments.)

III. Responsibilities of the speaker in overcoming communication obstacles

A. Show respect for the listener

B. Get the listener's attention early

C. Relate to the listener

Examples: Be aware of age related differences in knowledge, experience, values, etc.

D. Concentrate on developing empathy for the listener's point of view

E. Learn to shut-out distractions and hindrances

Examples: background noises, hear

F. Use good delivery techniques

1. Organize your presentation

2. Talk about one subject at a time

3. Think while you talk

4. Speak in an appropriate volume

5. Use expression and variety in voice speed and pitch

6. Avoid the use of distracting gestures and mannerisms
7. Speak distinctly; use proper pronunciation and good enunciation
8. Use good grammar
9. Avoid the use of technical terms, abbreviations and acronyms; use a natural basic vocabulary
10. Use visuals for clarification when necessary
11. Maintain eye contact
12. Use colloquialisms with care

    (NOTE: Colloquialisms are words only used in a certain area of the country.)

G. Seek feedback from the listener to assist in communication

1. Ask questions to determine the listener's knowledge, interests, understanding, etc.
2. Encourage the listener to ask questions

(NOTE: This also gives the speaker indications of interest, depth of understanding, and the communication process.)

3. Observe nonverbal clues of the listener

H. State information in another way when you detect the listener's mind wandering of signs of confusion

COMMUNICATION OBSTACLES
UNIT I

ASSIGNMENT SHEET #1--RECOGNIZING OBSTACLES TO COMMUNICATION

Directions: Your instructor will select four students to make a five-minute talk on their hobbies.

INSTRUCTIONS TO THE SPEAKERS:

Make your talk as interesting as possible so you can keep the interest of the class. Visual aids may be used to help you in your talk. As you speak, notice if the members of the class appear to be listening.

Once you have finished your talk, you are to answer at the bottom of this sheet the following question:

1. What signs did you see that indicated students were really listening to you?

INSTRUCTIONS TO THE LISTENERS:

Your instructor will appoint you to be either a good listener or a poor listener.

Good listener--As a good listener, you are to provide the speaker with nonverbal signs that will let him/her know you are listening.

Poor listener--As a poor listener, you are not to cooperate with the speaker. You must let the speaker know you are not listening by using nonverbal signs.

Once your speaker has finished his/her talk, you are to list below the nonverbal signs you employed to demonstrate to the speaker that you were either a good listener or a poor listener.

Nonverbal signs used:

COMMUNICATION OBSTACLES
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Evaluation will be to the satisfaction of the instructor.

COMMUNICATION OBSTACLES
UNIT I

TEST

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

___ a. The degree of loudness or the intensity of sound

___ b. Highness or lowness of sound

___ c. Accent or inflection of sound that aids in expressing emotion

___ d. Physical expressions, motions, and gestures that serve as clues to communication

___ e. Conveying ideas and information from one person to another through speech

___ f. Any way by which information is conveyed from one person to another

___ g. Word formed from the initials of words

___ h. The study of meaning transmitted by words

___ i. Word used only in a certain area of the country

___ j. Process of determining if messages are understood or misunderstood

___ k. Putting yourself in the other person's position

___ l. A person's characteristics or ways of acting

___ m. Use of motions of limbs or body as a means of expression

___ n. The speed of sound

1. Acronym
2. Communication
3. Semantics
4. Oral communication
5. Colloquialism
6. Nonverbal communication
7. Feedback
8. Tone
9. Empathy
10. Pitch
11. Mannerisms
12. Volume
13. Gestures
14. Rate

2. Select from a list the responsibilities of the speaker in overcoming poor listening as an obstacle to communication. From the following list of responsibilities, select those which are responsibilities of the speaker. Write the letters on the line beneath the list.

a. Shut out background noises and activities

b. Use verbal feedback when allowable and appropriate

c. Develop empathy for the other's point of view

d. Do not prejudge

e. Observe nonverbal clues

f. Be patient and avoid self-interest

g. Use good delivery techniques

h. Seek feedback to assist in communication

i. Avoid mind wandering

j. Use extra time to concentrate on content

k. Main eye contact

l. Avoid creating distractions

m. Show respect

n. Restate information to ensure understanding

o. Ignore distracting gestures and/or mannerisms

p. Gain the other's attention early

Speaker responsibilities ________________________________

____

3. From the previous list of responsibilities, select those which are the responsibilities of the listener. Write the letters on the following lines.

Listener responsibilities ________________________________

____

COMMUNICATION OBSTACLES
UNIT I

ANSWERS TO TEST

1. a. 12
   b. 10
   c. 8
   d. 6
   e. 4
   f. 2
   g. 1
   h. 3
   i. 5
   j. 7
   k. 9
   l. 11
   m. 13
   n. 14

2. a,c,e,g,h,k,m,n,p

3. a,b,d,e,f,i,j,k,l,m,o

SUMMARY OF ORAL PRESENTATION
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify the main ideas and supporting details from orally presented information. The student should be able to label statements as fact or opinion. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the listening communication terms to their correct definitions.
2. State the main idea or question of orally presented information.
3. Select from a list the main idea and supporting details of orally presented information.
4. List the steps necessary to reach the expected outcomes of spoken instructions and/or directions.
5. Select key words in an oral presentation.
6. Identify statements as fact or opinion after hearing a presentation.

SUMMARY OF ORAL PRESENTATIONS
UNIT II

SUGGESTED ACTIVITIES

I. Provide students with objective sheet.

II. Provide students with information and assignment sheets.

III. Discuss unit and specific objectives.

IV. Discuss information and assignment sheets.

V. Encourage students to share listening experiences which illustrate poor listening habits.

VI. Give test.

VII. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

   A. Objective sheet

   B. Information sheet

   C. Assignment Sheet #1--Summarizing Oral Presentations

   D. Answers to assignment sheet

   E. Test
   (NOTE: Instructions for the test are given. However, you are to provide the presentations either orally or by tape. You are free, therefore, to select material which would be relevant to your specific students. Two references listed below and which are marked by an asterisk are examples of the types of materials you may wish to use.)

   F. Answers to test

II. References

   A. Agin, Avis, and Prather, Johanna P. Listening and Notemaking. Freeport, New York: Educational Activities, Inc., 1979.

B. *Carter, Mary. Reading for Comprehension. Freeport, New York: Educational Activities, Inc., 1982.

C. *Hodges,Raymond W. et al. Basic Studies: Reading and Word Skills. Providence, Rhode Island: P.A.R., Inc., 1973.

D. Nelson, Frank W. Group Instruction for Cooperative Programs. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

SUMMARY OF ORAL PRESENTATIONS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. General idea--What an oral presentation is about

   B. Main idea--A specific idea related to the topic

   C. Summary--A brief statement of what something is about

   D. Supporting detail--A fact which explains, defines, or clarifies a main idea

   E. Key words--Words or phrases speakers use to indicate that something important is being presented

   F. Opinion--A view, judgment, or appraisal formed in the mind about a particular matter

   G. Fact--A piece of information presented as having objective reality

II. Guides to listening for the general idea of an oral presentation

   A. Visualize or picture what you hear

   B. Concentrate on what you hear

   C. Turn the title of the presentation into a question - Who? What? When? Where? How? Why? What Happened?

III. Guides to listening for the main ideas of an oral presentation

   A. Concentrate on finding specific ideas which tell more about the topic

   B. Listen for key words to main ideas

      1. Phrases that signal important ideas

      Examples: The important thing is...Because of this...This is why

      2. Words and phrases that continue the thought

      Examples: and...also...in addition...furthermore...next...

      3. Words and phrases that indicate the repeating of a main idea for emphasis

      Examples: Let me emphasize...Again...Remember....

IV. Guide to listening for the supporting details of an oral presentation

A. Use the speaker's handouts or visual aids when available to reinforce the presentation

B. Make mental notes of questions or facts that might clarify or reinforce the speaker's presentation

C. Listen for key words that note supporting details

1. Phrases illustrate, explain, or give an example

Examples: For instance . . . to illustrate. . . to show . . . to explain. . . to clarify . . . for example . . .

2. Words and phrases which change the direction of thought

Examples: however . . . but . . . although . . . except. . . on the other hand . . .

D. Listen to examples to increase understanding

V. Guides to listening for the summary of an oral presentation

A. Strive to keep mental notes of the main ideas and supporting facts so you can determine the validity of the speaker's summary

B. Listen for key words and phrases which indicate a summary

Examples: to sum it up . . . consequently . . . in conclusion . . . to review . . . to summarize . . . to close. . . so . . .

VI. Guides to listening in order to separate facts from opinions in an oral presentation

A. Determine what is opinion

1. Devote time to interpreting the speaker's reasoning

2. Make a mental note of any emotional biases the speaker has demonstrated

3. Listen for key words or phrases which indicate opinion

Examples: in my opinion . . . it is my belief. . . I think . . . my conclusion is . . . my interpretation is . . . I feel . . .

B Determine what is fact

1. Consider the source of the fact

2. Determine the validity of the fact

VII. Guides to listening carefully in order to reach the expected outcome of orally presented instructions

A. Visualize or picture what you hear

B. Insure understanding by asking questions or clarifying facts

C. Do a listening check by repeating the instructions or directions to the speaker at the conclusion

SUMMARY OF ORAL PRESENTATIONS
UNIT II

ASSIGNMENT SHEET #1--SUMMARIZING ORAL PRESENTATIONS

Directions: The class will divide into pairs of students. One person in each pair is to be the listener and one is to be the speaker.

Your instructor will give each speaker a list of topics. Each speaker is to select one topic and determine if he/she is for or against the topic and why. The speaker will then have ten minutes to state his/her topic and opinions to the listener. The listener must listen very carefully since he/she will not be allowed to take notes.

Once everyone has completed this activity, the instructor will ask the listeners to individually present to the class a summary of their speaker views. The speakers are to listen carefully to their listeners' summaries. The instructor will ask each speaker to comment on his/her listener's accuracy.

SUMMARY OF ORAL PRESENTATIONS
UNIT II

ANSWERS TO ASSIGNMENT SHEET

Evaluated to the satisfaction of the instructor.

SUMMARY OF ORAL PRESENTATIONS
UNIT II

TEST

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

___ a. What an oral presentation is about

___ b. A specific idea related to the topic

___ c. A brief statement of what something is about

___ d. A fact which explains, defines, or clarifies a main idea

___ e. Phrases or words a speaker uses to indicate that something important is to be presented

___ f. A piece of information presented as having objective reality

___ g. A view, judgment, or appraisal formed in the mind about a particular matter

1. Key words
2. Fact
3. General idea
4. Opinion
5. Summary
6. Main idea
7. Supporting details

2. State the main idea or question of orally presented information. Listen to a presentation given by your instructor or on tape. State in the space below the main idea or question of that presentation.

Main idea or question:____

____

3. Select from a list the main idea and supporting details fo orally presented information. Listen to a presentation given by your instructor or on tape. Select from a list provided by your instructor the main idea and the supporting details of the presentation.

4. List the steps necessary to reach the expected outcomes of spoken instructions or directions. Listen to a set of instructions or directions given by your instructor or on tape. List in the following space the steps you would need to follow in order to achieve the expected outcome.

Steps:____

____

5. Select key words in an oral presentation. Listen to an oral presentation given by your instructor or on tape. Select from a list provided by your instructor the key words used in the presentation.

6. Identify statements as fact or opinion after hearing a presentation. Listen to an oral presentation given by your instructor or on tape. Identify on a list provided by your instructor the statements which are facts and those which are opinions of the speaker.

SUMMARY OF ORAL PRESENTATIONS
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 6
   c. 5
   d. 7
   e. 1
   f. 2
   g. 4

2., 3., 4., 5., 6. Evaluated to the satisfaction of the instructor

MANUALS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to obtain needed information from a variety of manuals. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define a "manual".
2. List the parts of a manual.
3. List the kind of information found in a given manual.
4. Complete a chart of information using a specific manual.

MANUALS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to obtain needed information from a variety of manuals. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define a "manual".

2. List the parts of a manual.

3. List the kind of information found in a given manual.

4. Complete a chart of information using a specific manual.

MANUALS
UNIT I

SUGGESTED ACTIVITIES

I. Collect manuals of various types from the craft areas represented.

II. Prepare a bulletin board of the uses and values of manuals.

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Discuss unit and specific objectives.

VI. Discuss information and assignment sheets.

VII. Have students bring manuals of their own and discuss the information included in them.

VIII. Discuss the uses and values of manuals.

IX. Give test

X. Reteach if necessary

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment sheet #1--List Manuals Relating to Craft/Skill Area

2. Assignment sheet #2--Using Manuals

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

Shinn, George. Leadership Development. Charlotte, N.C: Key Publications, Inc, 1981.

MANUALS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Manual--A handy book for use as a guide or reference

B. General information--Material that relates to a broad scope or general area of study

C. Specific information--Material that includes data and specific information relating to the particular parts of the broad scope or general area of study

II. Types of manuals

A. Instructional manuals

1. Include step-by-step explanation of a procedure or process

2. Serve as a guide for reader

3. Common in craft areas

Example: Reference manual for office personnel

(NOTE: This particular manual includes instructions on such points as grammar, punctuation, capitalization, abbreviations, symbols, word division, numbers, business mathematics, typing basics, letter styles, memos, reports, manuscripts, envelopes, mail and telephone.)

B. Equipment manuals

1. Include explanations of the particular piece of equipment

2. Describe the functions and/or uses of the equipment

3. Identify the various parts of the equipment

4. Instruct the reader in the use of the particular piece of equipment

5. Usually available with any piece of equipment or machinery purchased

Examples: Manuals for Mourse printing/display calculator; manual for Ricomac printing/display calculator; manual for TCA printing/display calculator

(NOTE: Some manuals include both instruction in the process or sequence and information and instruction on particular brands of equipment or machinery.)

(NOTE: Manuals should be kept close to the equipment/machinery for easy access by those using the equipment. Employees may find it desirable to have their own personal library of the various manuals relating to their craft areas. This allows the employees to study and review at any time they so desire.)

III. Parts of manuals

A. Title

(NOTE: Readers should always check the copyright year in order that they are reading current procedures rather than outdated ones.)

B. Preface

1. Usually identifies the group of people who would find the manual useful

2. Includes a general description of the contents of the manual

C. Table of Contents

1. May identify only the titles of the general areas covered

2. May outline in more detail the specific information covered in each general (or broader) area

D. Body--The bulk of the manual which includes the instructional information or the equipment/machinery information

E. Index

1. Located at the end of the manual

2. Provides a guide for the reader as to the pages on which information about very specific points or topics can be found

MANUALS
UNIT I

ASSIGNMENT SHEET #1--LIST MANUALS RELATING TO CRAFT/SKILL AREA

Directions: Prepare a list of manuals that relate to your craft/skill area. Provide the following information about each manual you list: title, author, copyright year, publisher (if different from the author), type of manual and contents of manual.

MANUALS
UNIT I

ASSIGNMENT SHEET #2--USING MANUALS

Directions: Select a particular process or piece of equipment related to your craft area which you want to describe to another person. Choose a manual which would give you the information you need to make your description complete. Write the following specific information in the space below:

Process/equipment described; title of manual; author and publisher; copyright year; outline of ideas or points covered in the manual; page numbers on which information is found.

MANUALS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Evaluated to the satisfaction of the instructor

ASSIGNMENT SHEET #2

Evaluated to the satisfaction of the instructor

MANUALS
UNIT I

UNIT TEST

Instructor will provide each student with a manual relating to his/her craft area. The manual will be submitted with the unit test.

1. Define a manual. (Write your answer in complete sentences.)

2. List the parts commonly found in manuals. (Use the manual provided by your instructor.)

3. List the kind of information found in a given manual. Using the manual provided by your instructor, list the kind of information included. Provide the following information:

   Type of manual: ____________________

   Major topics covered: ____________________

4. Complete a chart of information using a specific manual. Select a topic covered in the manual provided to you. Assume that you want to give someone a description of the topic. Write in an organized outline form all information you would need to accomplish this task.

MANUALS
UNIT I

ANSWERS TO TEST

1. Answers may vary--Evaluated to the satisfaction of the instructor

2. Student should include the following and may include additional parts depending on the manual used:

   a. Title
   b. Preface
   c. Table of contents
   d. Body
   e. Index

3. Evaluated to the satisfaction of the instructor

4. Student should include the following information:

   a. Name of manual
   b. Author and published
   c. Topic
   d. Outline of information
   e. Page numbers

NEWSPAPERS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to obtain information from the newspaper for both personal and business use. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss purposes of a newspaper.
2. Name the sections of a newspaper.
3. Describe (list) the contents of each section of a newspaper.
4. Identify classified ads in a given newspaper which meet the various purposes of ads.

NEWSPAPERS
UNIT II

SUGGESTED ACTIVITIES

I. Make transparencies.

II. Prepare bulletin board illustrating the 5 W's in a local newapaper article.

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Discuss unit and specific objectives.

VI. Discuss information and assignement sheets.

VII. Have students identify the 5 W's in some articles selected by the instructor.

VIII. Have students analyze an article provided by the instructor by finding job clues for future employment.

IX. Field trip to local newspaper office.

X. Give test

XI. Reteach if necessary

INSTRUCTIONAL MATERIALS

I. Included in this unit:
  A. Objective sheet
  B. Suggested activities
  C. Information sheets
  D. Transparency masters
    1. TM 1--5 W's of News Writing
    2. TM 2--Form for News Articles
  E. Assignment sheets
    1. Assignment Sheet #1--Select News Articles from Each of News Sources

2. Assignment Sheet #2--Match Topics in Newspapers to Sections in Which They are Found in a Given Newspaper

3. Assignment Sheet #3--Match Specific Topics to the Type of Article They Would Be

4. Assignment Sheet #4--Use Index of Newspaper

5. Assignment Sheet #5--Find Job Clues in an Article

6. Assignment Sheet #6--Locate Classified Ads for Particular Purposes

F. Answers to assignment sheets

G. Test

H. Answers to test

II. References

A. Adams-Stratton. Press Time. New Jersey: Prentice-Hall, Inc., 1975.

B. Spann, Margaret. English I. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1982.

NEWSPAPERS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Caption--Short statement describing a picture

B. Classified ads--Ads arranged by classes

Examples: Help Wanted, For Sale, For Rent

C. Column--Regularly appearing feature article; written under a fixed name

Examples: "Dear Abby", "Arkansas Traveler"

D. Editorial--Article written by the editor or the editorial staff; gives opinion or attitude about a particular current issue

E. Filler--Short, space-filling item

F. Five W's--Five essential elements included in a newspaper story; who, what, when, where, and why

G. Feature story--Human interest story that calls forth emotion

H. Headline--States the main idea of the story or article; used to interest reader in the story

I. Markets--Price of stocks, bonds, farm products, etc.

J. News--Items of current interest to members of society

K. News sources

1. International--World affairs
2. National--United States affairs
3. State--Arkansas affairs
4. Local--City and/or county affairs

L. Obituaries--Death/funeral notices

M. Political--Government-related

N. Section--Part or division of newspaper

II. Sections of a newspaper

A. News

B. Editorial

C. Home and family

D. Sports

E. Comics

F. Classified ads

III. Contents of sections of a newspaper

A. News section

1. Regular news stories

(NOTE: News stories are written in the inverted pyramid form. The most important information is given first, the least important is given next, and the summary of the important points is at the end.)

2. Feature stories

3. Obituaries

4. Weather

5. Markets

6. Index

(NOTE: A newspaper index is always found on the front page. This is the opposite of where it is found in books.)

B. Editorial section

1. Opinions of the editor--local

2. Opinions of nationally known people--syndicated

(NOTE: Syndicated columns are written by one person and rights are sold to many newspapers nationwide.)

3. Letters to editor--written by local persons

(NOTE: These are written by local readers and usually regard some political or controversial issue.)

4. Political cartoons

Example: George Fischer

5. Political columns

C. Home and family section

1. Feature stories

2. Recipes

3. Wedding and engagement announcements

4. Home and child care hints

Example: "Hints to Heloise"

5. Community events news

6. Styles, fashion, and grooming hints

7. Social and medical columns

Examples: "Polly's Pointers"; "Dr. Lamb"

D. Sports section

1. Sports news stories

2. Feature stories

3. Game scores and statistics

4. Coming events calendar

5. Sports columns

Example: Orville Henry

E. Comics section

1. Cartoons

2. Horoscope

3. Puzzles

4. Advice columns

Example: "Dear Abby"

5. Humor columns

Example: Erma Bombeck

F. Classified ads sections

1. Announcements

2. Employment

3. For Sale Items

   Examples: automobiles, household goods, pets, miscellaneous

4. Services directory

5. Real estate

6. Rentals

G. Other items

(NOTE: Some items have no particular section in which they are found. Instead, they are scattered throughout the paper.)

1. Commercial ads

   Examples: Dillard's White Days Sale

2. Quips and quotes

3. Games and puzzles

4. Coupons

   (NOTE: Coupons are usually found in the home and family sections. However, they may also be found in other sections.)

5. Fillers

   (NOTE: Fillers are used on pages where small amounts of space are left over after all articles have been placed.)

6. Pictures

   (NOTE: Pictures are more generally found in the news, home and family and sports sections.)

IV. Purposes of a newspaper

A. Provide information on current local, state, national, and international events.

B. Provide a medium for advertising products and services

C. Provide articles of human interest

D. Provide information of potential employment opportunities

V. Essential elements of a newspaper story

(NOTE: The essential elements are referred to as the Five W's. Another element may be included; however, it is not always found in every story.)

A. Who?

B. What?

C. When?

D. Where?

E. Why?

5 W's OF NEWS WRITING

WHO?

WHAT?

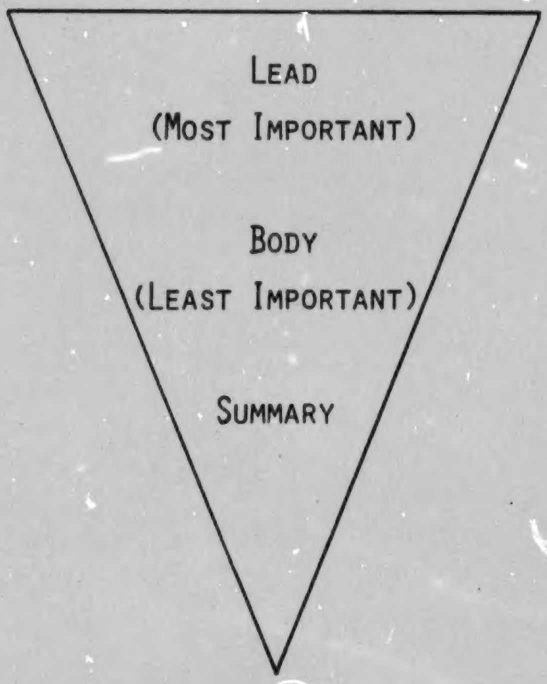
WHERE?

WHEN?

WHY?

FORM FOR NEWS ARTICLES

INVERTED PYRAMID


LEAD
(MOST IMPORTANT)
BODY
(LEAST IMPORTANT)
SUMMARY

NEWSPAPERS
UNIT II

ASSIGNMENT SHEET #1--SELECT NEWS ARTICLES FROM EACH OF NEWS SOURCES

Directions: From a local newspaper select three articles from each of the four news sources. Write in the appropriate space below the headlines of each article selected.

A. International ______________________________

National ______________________________

State ______________________________

Local ______________________________

B. International ______________________________

National ______________________________

State ______________________________

Local ______________________________

C. International ______________________________

National ______________________________

State ______________________________

Local ______________________________

NEWSPAPERS
UNIT II

ASSIGNMENT SHEET #2--MATCH TOPICS IN NEWSPAPERS TO SECTIONS IN WHICH THEY ARE FOUND IN A GIVEN NEWSPAPER

Directions; Using a locally available newspaper, match the topics on the left to the section where they are found on the right. Write the correct numbers in the blanks. (Blanks may contain more than one number.) If the topic is not included in your paper, write an "X" on the blank.

Name of newspaper ____________________

___ a. Opinions of editor

___ b. Weather

___ c. Wedding and engagement announcements

___ d. Markets

___ e. Sports news stories

___ f. Horoscope

___ g. Feature stories

___ h. Community events news

___ i. Commercial ads

___ j. Letters to editor

___ k. Puzzles

___ l. Game scores and statistics

___ m. Obituaries

___ n. Cartoons

___ o. Regular news stories

___ p. Coming sporting events calendar

___ q. Political cartoons

___ r. Rentals

1. News
2. Editorial
3. Home and family
4. Sports
5. Comics
6. Classified ads

___ s. Recipes

___ t. Social and medical columns

___ u. Sports columns

___ v. Index

___ w. Services directory

___ x. Home and child care hints

___ y. Opinions of nationally known people

___ z. Real estate

___aa. Advice columns

___bb. Styles, fashion, and grooming hints

___cc. For Sale items

___dd. Political columns

___ee. Employment

___ff. Humor columns

___gg. Fillers

___hh. Coupons

___ii. Games

___jj. Pictures

NEWSPAPERS
UNIT II

ASSIGNMENT SHEET #3--MATCH SPECIFIC TOPICS TO THE TYPE OF ARTICLE THEY WOULD BE

Directions: Match the following articles to the form each would take. Write the correct number in the blank.

___a. Death of bleached whales
1. Feature story
2. Opinion of editor
3. Obituaries

___b. How and when to prune a shrub
1. Markets
2. Helpful hints
3. News story

___c. Classic look in clothes for women
1. Calendar of coming events
2. Announcements
3. Styles, fashion

___d. How to make blueberry cobbler
1. Feature story
2. Legal notice
3. Recipes

___e. Charity event sponsored by Fraternal Order of Police
1. Games
2. Community event
3. Cartoon

___f. Wedding announcement for your sister
1. Calendar of events
2. Announcement of weddings and engagements
3. Community events

___g. Announcement of the opening of your auto body shop
1. Helpful hints
2. Home service directory
3. News story

___h. Predictions about your future
1. Helpful hints
2. Opinion of editor
3. Horoscope

___i. Complaint about city ordinance regarding billboards
1. Legal notice
2. Obituaries
3. Letter to the editor

___j. Classmate winning the state tennis championship
1. Human interest story
2. Regular news story
3. Sports news story

TC-I - 37-C

NEWSPAPERS
UNIT II

ASSIGNMENT SHEET #3--MATCH SPECIFIC TOPICS TO THE TYPE OF ARTICLE THEY WOULD BE

Directions: Match the following articles to the form each would take. Write the correct number in the blank.

___a. Death of bleached whales
  1. Feature story
  2. Opinion of editor
  3. Obituaries

___b. How and when to prune a shrub
  1. Markets
  2. Helpful hints
  3. News story

___c. Classic look in clothes for women
  1. Calendar of coming events
  2. Announcements
  3. Styles, fashion

___d. How to make blueberry cobbler
  1. Feature story
  2. Legal notice
  3. Recipes

___e. Charity event sponsored by Fraternal Order of Police
  1. Games
  2. Community event
  3. Cartoon

___f. Wedding announcement for your sister
  1. Calendar of events
  2. Announcement of weddings and engagements
  3. Community events

___g. Announcement of the opening of your auto body shop
  1. Helpful hints
  2. Home service directory
  3. News story

___h. Predictions about your future
  1. Helpful hints
  2. Opinion of editor
  3. Horoscope

___i. Complaint about city ordinance regarding billboards
  1. Legal notice
  2. Obituaries
  3. Letter to the editor

___j. Classmate winning the state tennis championship
  1. Human interest story
  2. Regular news story
  3. Sports news story

NEWSPAPERS
UNIT II

ASSIGNMENT SHEET #4--USE INDEX OF NEWSPAPER

Directions; Using the newspaper index from a locally available newspaper, identify the page numbers on which the following articles are found. Write the page numbers beside each article. Cut the index from the newspaper and submit it with this sheet.

___ a. Comics

___ b. Horoscope

___ c. Editorials

___ d. Community events

___ e. Weather

___ f. Markets

___ g. "Dear Abby"

___ h. Calendar of sporting events

___ i. Classified ads

___ j. Television/Radio

NEWSPAPERS
UNIT II

ASSIGNMENT SHEET #5--FIND JOB CLUES IN AN ARTICLE

Directions: Use a local newspaper for this assignment. Find a news article about a construction or renovation project or some other work in the area. Read the article and underline the clues about the kinds of jobs that will be done. Take the article to this sheet.

NEWSPAPERS
UNIT II

ASSIGNMENT SHEET #6--LOCATE CLASSIFIED ADS FOR PARTICULAR PURPOSES

Directions: Use a local newspaper for this assignment. Cut two classified ads out of the paper for each of the following purposes. Select ads related to your craft/skill area, if possible. Take the ads to this sheet under the appropriate headings.

a. Automotive

b. For Sale

c. Help Wanted

d. Legal notice

e. Real estate

f. Services offered

NEWSPAPERS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Evaluated to the satisfaction of the instructor

Assignment Sheet #2

a. 2
b. 1
c. 3
d. 1
e. 4
f. 5
g. 1,3,4
h. 3
i. 1,3,4
j. 2
k. 5,6
l. 4
m. 1
n. 5
o. 1
p. 4
q. 2
r. 6
s. 3
t. 3
u. 4
v. 1
w. 6
x. 3
y. 2
z. 2
aa. 5
bb. 3
cc. 6
dd. 2
ee. 6
ff. 5
gg. random
hh. 3
ii. 5
jj. 1,3,4

Assignment Sheet #3

a. 1
b. 2
c. 3
d. 3
e. 2
f. 2
g. 2
h. 3
i. 3
j. 1

Assignment Sheets #4, #5, #6

Evaluated to the satisfaction of the instructor

NEWSPAPERS
UNIT II

TEST

1. Discuss the purposes of a newspaper. Answer in complete sentences.

2. Name the six common sections of a newspaper.

a.
b.
c.
d.
e.
f.

3. Describe (list) the contents of each of the sections of a newspaper.

a. Section:
Contents:

b. Section:
Contents:

c. Section:
Contents:

d. Section:
Contents:

e. Section:
Contents:

f. Section:
Contents:

4. Identify classified ads in a given newspaper which meet the various purposes of ads.

(NOTE: Test question 4 is Assignment Sheet #6. It is an important part of this test. If it has not been completed, check with your instructor.)

NEWSPAPERS
UNIT II

ANSWERS TO TEST

1. Evaluated to the satisfaction of the instructor; answer should include:

   a. provide information concerning current local, state, national and international events.

   b. provide a medium for advertising products and services

   c. provide articles of human interest

   d. provide information of potential employment opportunities

2. a. News
   b. Editorial
   c. Home and family
   d. Sports
   e. Comics
   f. Classified ads

3. a. News
   Regular news stories
   Feature stories
   Obituaries
   Weather
   Markets
   Index

   b. Editorial
   Opinions of the editor
   Opinions of nationally known people
   Letters to editor
   Political cartoons
   Political columns

   c. Home and Family
   Feature stories
   Recipes
   Wedding and engagement announcements
   Home and Child care hints
   Community events news
   Styles, fashion and grooming hints
   Social and medical columns

d. Sports
   - Sports news stories
   - Feature stories
   - Game scores and statistics
   - Coming events calendar
   - Sports columns

e. Comics
   - Cartoons
   - Horoscope
   - Puzzles
   - Advice columns
   - Humor columns

f. Classified ads
   - Announcements
   - Employment
   - For Sale Items
   - Services directory
   - Real estate
   - Rentals

g. Others
   - Commercial ads
   - Quips and quotes
   - Games and puzzles
   - Coupons
   - Fillers
   - Pictures

4. Evaluated to the satisfaction of the instructor

VISUAL AIDS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to obtain information from graphs, charts, tables, and maps. The student should be able to use such information in the process of making decisions and presenting facts. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC INFORMATION

After completion of this unit, the student should be able to:

1. Match terms associated with visual aids to their correct definitions.
2. Discuss the function of visual aids.
3. List and define four kinds of graphs.
4. Interpret the data in a given graph.
5. Interpret the data in a given chart.
6. Interpret the data in a given table.
7. List the kinds of information found on maps.
8. Match common symbols on maps with their meanings.
9. Find the mileage between given points.
10. Find at least two routes to get to a given destination and write them on paper.
11. List factors to be considered in determining the best route of travel.

VISUAL AIDS
UNIT III

SUGGESTED ACTIVITIES

I. Collect a variety of graphs of all four kinds.

II. Collect a variety of charts.

III. Collect a variety of tables.

IV. Prepare activities for assignment sheets.

V. Provide students with objective sheets.

VI. Provide students with information and assignment sheets.

VII. Discuss unit and specific objectives.

VIII. Discuss information and assignment sheets.

IX. Provide students with maps.

X. Discuss samples of graphs, charts, and tables.

XI. Study as a group the information on the maps.

XII. Practice figuring mileages between points.

XIII. Practice determining routes of travel.

XIV. Test

XV. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Suggested activties

  C. Information sheets

  D. Directions to instructor

  E. Collection of graphs, charts, tables, and maps

F. Assignment sheets

1. Assignment Sheet #1--Interpret the Data in a Given Graph
2. Assignment Sheet #2--Interpret the Data in a Given Chart
3. Assignment Sheet #3--Interpret the Data in a Given Table
4. Assignment Sheet #4--Find the Mileage between Given Points
5. Assignment Sheet #5--Find Alternative Routes to Reach a Given Destination

G. Answers to assignment sheets

H. Test

I. Answers to test

II. References

Arkansas State Highway and Transportation Department. "1983 Arkansas State Highway Map." Little Rock, AR: 1983.

Brown, Sandra M. and Levitt, Sharon, *Using References*. Cleveland, OH: Modern Curriculum Press, Inc., 1983.

Carter, Mary. *Reading for Comprehension*. Freeport, NY: Educational Activities, Inc., 1982.

Wiltsie, David H. *An Introduction to Everyday Skills*. Bishop, CA: Motivation Development, Inc., 1977.

VISUAL AIDS
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Visual aid--Any of a number of methods used to convey facts and information to readers or listeners

   B. Graph--A collection of facts and information in forms other than listings in tabulated columns

   C. Table--A collection of facts arranged in rows or columns

   D. Chart--A diagram which presents facts and information

   E. Map--An outline of an area indicating routes of travel and directions

   F. Legend-- The key that shows the meanings of the special symbols on a map

II. Functions of visual aids

   A. To provide additional information

   B. To support a belief or contention

   C. To explain or illustrate a point

   D. To clarify a point

   E. To provide information useful in decision making

III. Kinds of visual aids

   A. Graphs

   B. Charts

   C. Tables

   D. Maps

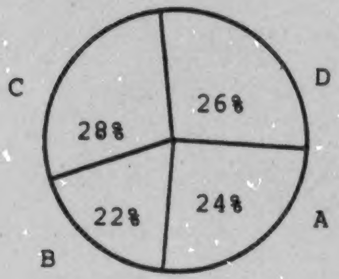
   (NOTE: There are, of course, other forms of visual aids. The ones mentioned here are the only ones considered in this unit of study.)

IV. Kinds of graphs

A. Circle graph--Shows how each part compares with the whole and with the other parts; also called "pie graphs"

(NOTE: The advantage of the cirle or "pie" graph is that a a person can quickly and easily see which parts of a circle are larger and which parts are nearly the same.)

Example: Breakdown of a Secretary's Workday

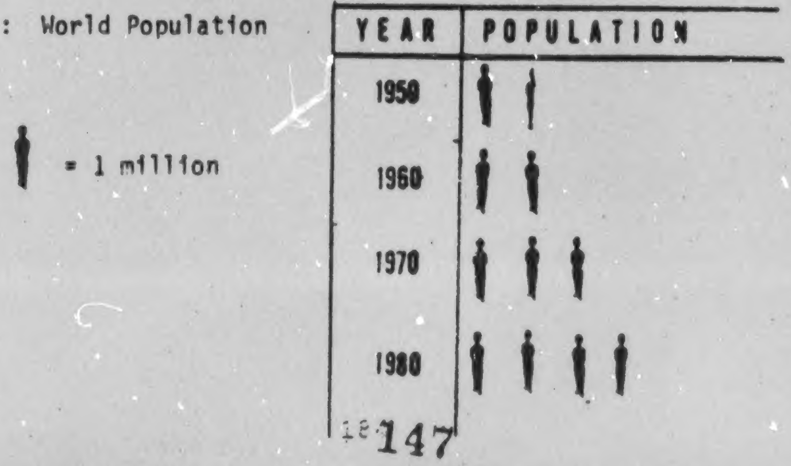


A = Typing
B = Answering Phone
C = Meeting Public
D = Duplicating/Copying

B. Pictograph--Uses pictures to show information

(NOTE: An advantage of the pictograph is that it attracts interest and usually uses pictures relative to the topic of the graph, such as a female figure for women and a male figure for men. A word of caution about pictographs is that they can be misleading if poorly designed. Do not be misled by the size of the symbols used. Some writers in an attempt to persuade their readers or to support their cause will use symbols of different sizes. Obviously, the larger symbols attract more attention. Care should be taken to interpret the data as it should be.)

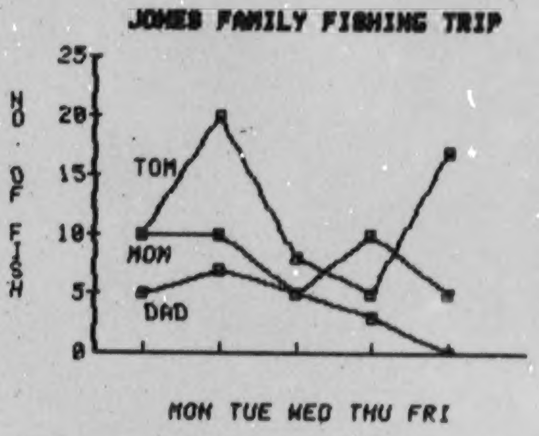
Example: World Population



C. Line Graph--Shows changes that occur over a period of time

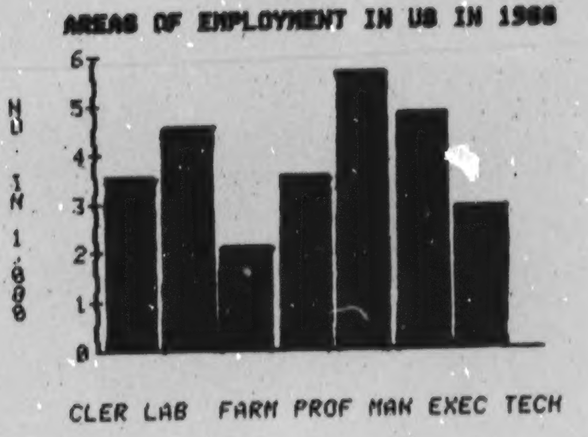
(NOTE: The base or horizontal axis will always be the time element in set intervals.)

Example:



D. Bar Graph--Helps the reader to make immediate comparisons of facts

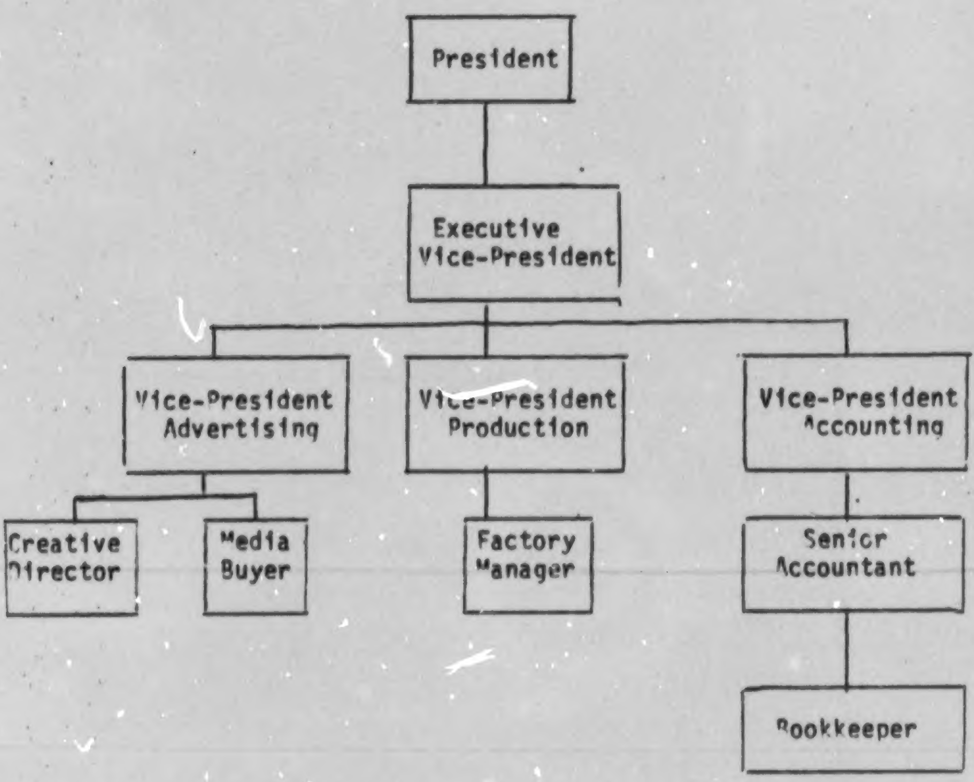
Example:



V. Charts

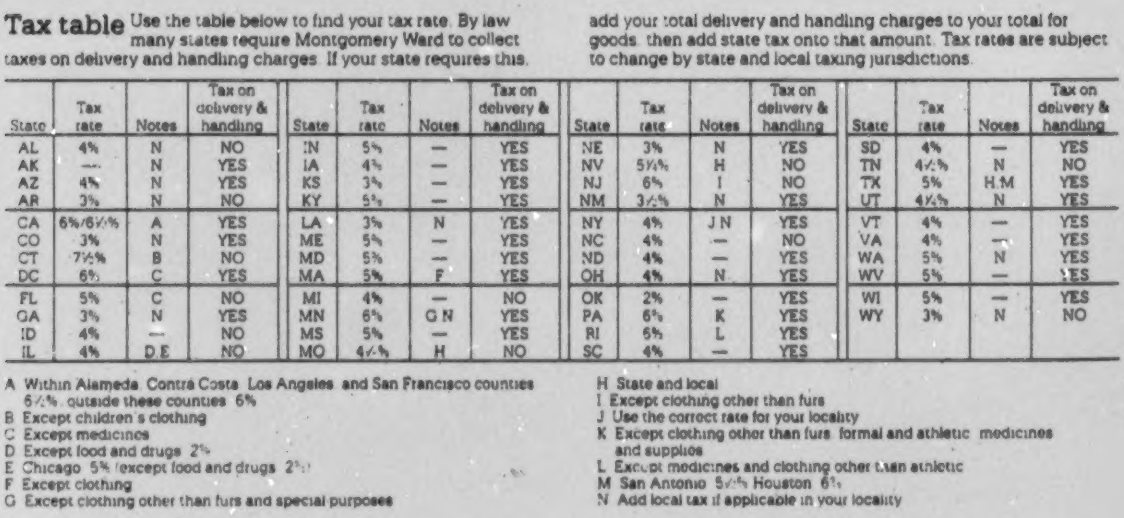
(NOTE: The terms "chart" and "graph" are sometimes used interchangeably. Some people call a bar graph, a bar chart, etc. Charts may not give numerical information, but instead they may show relationships. One example would be a mileage chart showing the relationship of cities.)

Example: Organizational Chart


President
Executive Vice-President
Vice-President Advertising
Vice-President Production
Vice-President Accounting
Creative Director
Media Buyer
Factory Manager
Senior Accountant
Bookkeeper

VI. Tables--Provide facts in rows or columns

Example: Tax Table from a Catalog



Tax table Use the table below to find your tax rate. By law many states require Montgomery Ward to collect taxes on delivery and handling charges. If your state requires this, add your total delivery and handling charges to your total for goods, then add state tax onto that amount. Tax rates are subject to change by state and local taxing jurisdictions.

State	Tax rate	Notes	Tax on delivery & handling	State	Tax rate	Notes	Tax on delivery & handling	State	Tax rate	Notes	Tax on delivery & handling	State	Tax rate	Notes	Tax on delivery & handling
AL	4%	N	NO	IN	5%	—	YES	NE	3%	N	YES	SD	4%	—	YES
AK	—	N	YES	IA	4%	—	YES	NV	5¾%	H	NO	TN	4½%	N	NO
AZ	4%	N	YES	KS	3%	—	YES	NJ	6%	I	NO	TX	5%	H.M	YES
AR	3%	N	NO	KY	5%	—	YES	NM	3½%	N	YES	UT	4¾%	N	YES
CA	6%/6½%	A	YES	LA	3%	N	YES	NY	4%	J N	YES	VT	4%	—	YES
CO	3%	N	YES	ME	5%	—	YES	NC	4%	—	NO	VA	4%	—	YES
CT	7½%	B	NO	MD	5%	—	YES	ND	4%	—	YES	WA	5%	N	YES
DC	6%	C	YES	MA	5%	F	YES	OH	4%	N	YES	WV	5%	—	YES
FL	5%	C	NO	MI	4%	—	NO	OK	2%	—	YES	WI	5%	—	YES
GA	3%	N	YES	MN	6%	G N	YES	PA	6%	K	YES	WY	3%	N	NO
ID	4%	—	NO	MS	5%	—	YES	RI	6%	L	YES				
IL	4%	D.E	NO	MO	4½%	H	NO	SC	4%	—	YES				

A Within Alameda, Contra Costa, Los Angeles and San Francisco counties 6½%, outside these counties 6%
B Except children's clothing
C Except medicines
D Except food and drugs 2%
E Chicago 5% (except food and drugs 2%)
F Except clothing
G Except clothing other than furs and special purposes
H State and local
I Except clothing other than furs
J Use the correct rate for your locality
K Except clothing other than furs, formal and athletic, medicines and supplies
L Except medicines and clothing other than athletic
M San Antonio 5½% Houston 6%
N Add local tax if applicable in your locality

VII. Kinds of highway maps

A. National
B. State
C. County

VIII. Highway maps

A. Kinds of information

1. Area covered by map

Example: Arkansas state highway map

2. Year of publication

Example: 1983 highway map of Arkansas

3. Factual information about the area

Example: Land of Opportunity

1980 Population	2,286,435
Capitol	Little Rock
Elevation: Highest	2,753 feet
Lowest	54 feet
State flower	Apple Blossom
State bird	Mockingbird
State song	"Arkansas"

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4. Index of cities, towns, and communities
    a. Alphabetical listing
    b. Population
    c. Location on map
5. Index of counties
    a. Alphabetical listing
    b. Area covered on map

    Example: Washington B-1,2
6. Detail of area covered
    a. Cities, towns, communities
    b. Counties
    c. Highway system
    d. Waterways
    e. Forests
    f. Landmarks
    g. Colleges and universities
    h. Scale of mileage
7. Mileage chart
8. Public recreation areas
9. Vicinity maps of larger cities and towns
10 Useful traveler information

B. Legend--Shows the meaning of the special symbols used on the map

(NOTE: The following is a list of common map symbols. This is not an all-inclusive list. Each map will contain the particular symbols applicable to the specific area it covers.)

a.	━━━━━━	(red)	Completed highway
b.	═ ═ ═ ═ ═		Under construction
c.	■■■■■■■	(red)	Proposed highway

(NOTE: The above symbols apply to all highways whether they are interstate, state, or numbered U.S. highways.)

d.	▬▭▬▭		Gravel
e.	▭▭▭▭		Dirt
f.	40		Interstate highway
g.	11		U.S. Numbered State highway
h.	㉓		State highway
i.	⍟		State capital
j.	◊		County seat
k.	——— — ——— — ———	(with yellow mark over it)	County line
l.	MO. | PAC. | RR.		Railroad
m.	⚑		College or university
n.	○	(yellow)	Scenic highway
o.	🐟	(red)	Fish hatchery
p.	⇪		Rest area or roadside park
q.	▲	(red)	Roadside table or picnic area

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r.	⧗	(red)	National forest campsite
s.	↑	(red)	State or national park
t.	▨	(gray)	Federal reservation
u.	▩	(speckled green)	National forest
v.	Symbol and prominence of type on city/town names		Indicates population
w.	N,E,S,W		North, east, south, west

VIII. Factors to consider in selecting travel route

- A. Purpose of travel
  - 1. Business
  - 2. Sight-seeing
  - 3. Vacation
  - 4. Emergency
- B. Time
  - 1. Limited schedule
  - 2. Leisure
- C. Method of travel
  - 1. Car or truck
  - 2. Van
  - 3. Bus
  - 4. Caravan
- D. Type of highway preferred
  - 1. Interstate system
  - 2. State highway system
    - a. Two-lane
    - b. Four-lane

    3. Scenic route

E. Concern over distance

VISUAL AIDS
UNIT III

DIRECTIONS TO INSTRUCTOR

Assignment Sheets #1, #2, and #3

Select a variety of graphs, a variety of charts, and a variety of tables related to the students' craft areas. These may be drawn from manuals related to their areas of study. Prepare questions for the students to answer. Each student should be given a graph, a chart, and a table related to his/her area and the questions to be answered for each.

Assignment Sheets #4 and #5.

Provide maps for the students to use. Prepare exercises for the students to complete for the two assignment sheets. Use situations which are relevant and meaningful for the students' interests.

VISUAL AIDS
UNIT III

ASSIGNMENT SHEET #1--INTERPRET THE DATA IN A GIVEN GRAPH

Directions: Using the graph provided by your instructor, interpret the data by responding as directed by your instructor.

VISUAL AIDS
UNIT III

ASSIGNMENT SHEET #2--INTERPRET THE DATA IN A GIVEN CHART

Directions: Using the chart provided by your instructor, interpret the data by responding as directed by your instructor.

VISUAL AIDS
UNIT III

ASSIGNMENT SHEET #3--INTERPRET THE DATA IN A GIVEN TABLE

Directions: Using the table provided by your instructor, interpret the data by responding as directed by your instructor.

VISUAL AIDS
UNIT III

ASSIGNMENT SHEET #4--FIND THE MILEAGE BETWEEN GIVEN POINTS

Directions: Using the map and instructions provided by your instructor, complete the activities related to finding mileage.

VISUAL AIDS
UNIT III

ASSIGNMENT SHEET #5--FIND ALTERNATIVE ROUTES TO REACH A GIVEN DESTINATION

Directions: Using the map and instructions provided by your instructor, complete the activities related to finding alternative routes.

VISUAL AIDS
UNIT III

ANSWER TO ASSIGNMENT SHEETS

Assignment Sheets #1, #2, #3, #4, #5

Evaluation to the satisfaction of the instructor

VISUAL AIDS
UNIT III

TEST

1. Match terms associated with visual aids to their correct definitions. Write the correct number in the blank.

___ a. An outline of an area indicating routes of travel and directions

___ b. The key that shows the meaning of symbols

___ c. A collection of facts arranged in rows or columns

___ d. Any method used to convey facts and information to readers

___ e. A diagram which presents facts and information

___ f. A collection of facts and information in forms other than listing in tabulated columns

1. Table
2. Legend
3. Map
4. Visual aid
5. Graph
6. Chart

2. Discuss the function of visual aids.

3. List and define four kinds of graphs.

a. Kind:
Definition:

b. Kind:
Definition:

c. Kind:
Definition:

d. Kind:
Definition:

(NOTE: Test questions 4-6 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

4. Interpret the data in a given graph.

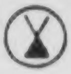
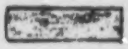
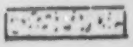
5. Interpret the data in a given chart.

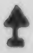
6. Interpret the data in a given table.

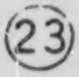
7. List eight kinds of information found on highway maps.

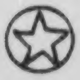
a.
b.
c.
d.
e.
f.
g.
h.

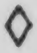
8. Match common symbols on maps with their meanings. Write the correct number in the blank.

___ a. 	1. Proposed highway
___ b. N,E,S,W	2. State capitol
___ c. Size of type	3. County line
___ d. 	4. College or university
___ e. 	5. County seat

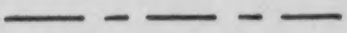
___ f. 

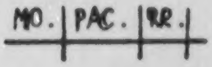
___ g. 

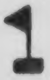
___ h. 

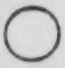
___ i. 

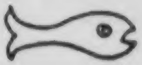
(with yellow mark over it)

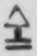
___ j. 

___ k. 

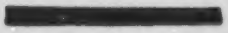
___ l. 

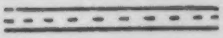
___ m.  (yellow)

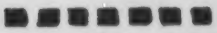
___ n.  (red)

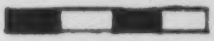
___ o. 

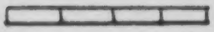
___ p. (red)

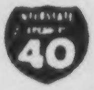
___ q.  (red)

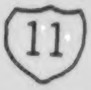
___ r. 

___ s.  (red)

___ t. 

___ u. 

___ v. 

___ w. 

6. Indicated population
7. National forest campsite
8. National forest
9. Scenic highway
10. Railroad
11. U.S. numbered state highway
12. Roadside table/picnic area
13. Completed highway
14. Under construction
15. Fish hatchery
16. Gravel
17. Dirt road
18. State or national park recreation area
19. North, east, south, west
20. Federal reservation
21. State highway
22. Interstate highway
23. Rest area/roadside park

(NOTE: Test questions 9 and 10 are Assignment Sheets #4 and #5. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Find the mileage between given points.

10. Find at least two routes to get to a given destination and write them on paper.

11. List five factors to be considered in determining the best route of travel.

a.
b.
c.
d.
e.

VISUAL AIDS
UNIT III

ANSWERS TO TEST

1. a. 3
   b. 2
   c. 1
   d. 4
   e. 6 or 5
   f. 5 or 6

2. Answers may vary in wording but should include these points:

   a. Provide additional information
   b. Support a belief or contention
   c. Explain or illustrate a point
   d. Clarify a point
   e. Provide information useful in decision making

3. a. Circle graph (pie chart):
   Shows how each part compares with the whole and with other parts
   b. Pictograph:
   Uses pictures to show information and facts
   c. Line graph:
   Shows changes that occur over a period of time
   d. Bar graph:
   Helps the reader to make immediate comparison of facts

4. Evaluated to the satisfaction of the instructor

5. Evaluated to the satisfaction of the instructor

6. Evaluated to the satisfaction of the instructor

7. Answers may include any six of the following:

   a. Area covered by map
   b. Year of publication
   c. Factual information about the area
   d. Index of cities, towns, communities
      1. Alphabetic listing
      2. Population
      3. Location on map
   e. Index of counties
      1. Alphabetic listing
      2. Area covered by county on map

f. Detail of area covered
    1. Cities, towns, communities
    2. Counties
    3. Highway system
    4. Waterways
    5. Forests
    6. Landmarks
    7. Colleges and universities
    8. Scale of mileage

g. Mileage chart

h. Public recreation areas

i. Vicinity maps of larger cities and towns

j. Useful traveler information

8. a. 11
b. 19
c. 6
d. 15
e. 23
f. 17
g. 10
h. 21
i. 13
j. 14
k. 18
l. 1

m. 5
n. 20
o. 7
p. 3
q. 22
r. 9
s. 8
t. 2
u. 12
v. 16
w. 4

9. Evaluated to the satisfaction of the instructor

10. Evaluated to the satisfaction of the instructor

11. Answers should include any five of the following:

a. Purpose of travel
    1. Business
    2. Vacation
    3. Sight-seeing
    4. Emergency

b. Time
    1. Limited schedule
    2. Leisure

c. Method of travel
    1. Car or truck
    2. van
    3. bus
    4. Caravan

d. Type of highway preferred
   1. Interstate
   2. State (4-lane and 2-lane)
   3. Scenic route

e. Concern over distance

TECHNICAL VOCABULARY
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to determine the meaning of unfamiliar words by different methods and to use technical vocabulary relating to her/his occupational area. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Determine the meaning of unfamiliar words by a variety of methods.
2. Spell and define technical vocabulary pertaining to his/her occupational area.
3. Use technical vocabulary in speaking and writing.

TECHNICAL VOCABULARY
UNIT IV

SUGGESTED ACTIVITIES

I. Provide students with objective sheet

II. Provide students with information sheets

III. Discuss unit and specific objectives

IV. Discuss assignment sheets.

V. Give test.

INSTRUCTIONAL MATERIALS

I. This unit includes:

  A. Objective sheet

  B. Information sheet

  C. Assignment Sheets

    1. Assignment Sheet #1--Decoding Words by Auditory/Visual Discrimination

    2. Assignment Sheet #2--Phonics

    3. Assignment Sheet #3--Word Families

    4. Assignment Sheet #4--Word Structure

    5. Assignment Sheet #5--Syllables

    6. Assignment Sheet #6--Context Clues

    7. Assignment Sheet #7--Technical Words

    8. Assignment Sheet #8--Paragraph in Skill Area

    9. Assignment Sheet #9--List of Technical Tools

  D. Answers to Assignment Sheets

  E. Unit Test

F. Answers to Unit Test

II. References

A. Glatthorn, Allan A., et al. *The English Book 4*. Chicago: SRA, 1981.

B. Christ, Henry I. *Modern English in Action*. Lexington, MA: D.C. Heath and Company, 1975.

TECHNICAL VOCABULARY
UNIT IV

INFORMATION SHEET

I. Terms and definitions

a. Vocabulary--words commonly known and used by a person or group of persons in order to communicate

b. Technical vocabulary--"trade talk"; words dealing with a particular area and not generally known by people outside that specific area

c. Auditory discrimination--the ability to distinguish differences in the sounds of words

d. Visual discrimination--the ability to distinguish differences in the structure of written words

e. Structural analysis--the breaking down of words into component parts

1. word roots--the basic part of a word, also called the base; often taken from other languages such as Latin or Greek

Example: port means to carry (Latin)

prefixes--word parts which come before the root word, also often Latin or Greek in origin

Example: trans + port = transport, which literally means to carry across

3. suffixes--word endings, used to change meaning of a word

Example: -ly, -ed, -ing, -tion

(NOTE: transportation (noun) means the act, process, or means of transporting or carrying across.)

f. Word families--words with similiar structures

Example: can, pan, ran, tan, man

g. Phonics--the method of reading by identification of letter(s) by their visual sounds

h. Syllabication--breaking words into parts for the purpose of of prounciation and/or identification

i. Context clues--identification of an unknown word by inferring its meaning from its usage in a sentence or paragraph

j. Word transitions and shortenings--words which have changed through common usage

Examples: automobile has become auto;
laboratory has become lab;
influenza has become flu;
advertisement has become ad

II. Procedures for Decoding Unfamiliar Words

(NOTE: The student should try any of the following methods until the word is understood. If the meaning of the word is unclear after the word is pronounced, the student should check the definition in a dictionary.)

A. Auditory/Visual Discrimination and Word Families

1. Look for familiar sound and pattern in the word

Example: vocation is similiar to vacation

2. Try to pronounce the word

B. Structural Analysis

1. Examine the structure of the word

2. Pronounce and define the parts

a. word root
b. prefixes/suffixes

Example: reproduced = re-pro-duc-ed

re - prefix meaning again
pro- prefix meaning forward
duc(ere) Latin root meaning to lead, draw
ed - suffix indicating completion (past tense)

C. Phonics

1. Identify the common syllable patterns

v/cv
a. v/cv as in va/ca/te

vc/cv
b. vc/cv as in pen/cil

vr/v
c. vr/v as in car/ol

v/cle
d. v/cle as in ar/ti/cle

(NOTE: Prefixes and suffixes are usually separate syllables. Compound words usually divide between the the two base words.)

3. "Sound-out" the word, applying common phonetic sounds.

D. Context Clues

1. Look for word meaning from common types of context clues

a. explanatory phrases

Example: A biplane, an airplane with two wings, is a very unusual plane.

b. experience clues

c. example clues

d. synonym or antonym clues

e. inference clues

f. mood clues

g. summary clues

2. Check the contextual meaning with the dictionary meaning

III. Types of Vocabulary Development

A. Spoken Vocabulary

1. Conventional
2. Technical

B. Written Vocabulary

1. Informal (notes, letters, etc.)
2. Formal (letters of application, resumés, etc.)
3. Technical (specialized terms and abbreviations)
a. used for speed
b. used for convenience
c. used for accuracy
d. used for consistency

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #1--DECODING WORDS BY AUDITORY/VISUAL DISCRIMINATION

Read and speak aloud the words below. Note that there are some that sound alike but are spelled differently (homonyms). Group together in a written list the "sound alikes" and be able to discuss with your instructor what all the words mean.

see
there
pair
to
through
it's
course
pear
right
already
metal
medal
rite
site

they're
two
thru*
its
coarse
sea
threw
pare
their
cite
write
mettle
meddle
sight

*This word is not yet accepted as a standard English word.

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #2--PHONICS

Say aloud the underlined words in the sentences below and write the correct spelling of each word above it.

1. The boiz razed the ruf flag above the boat's deck.

2. "Right the paragraf," the teecher screamed, "and do it rite now!"

3. The korek pronunciation of the word "clim" is not "clum".

4. The mechanics' korse were in is not two hard, but I lik better the

   kosmotolige course wher the girls arr.

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #3--WORD FAMILIES

Complete the following chart of word families by writing each word in the list in the appropriate column. Below the chart write each word and its definition.

The base words are:

a. "vert" or "vers"--from the Latin vertere, to turn

b. "duce" or "duct"--from Latin ducere, to lead

c. "port"--from the Latin portare, to carry

The word list follows:

deportment
producer
exporting
convertible
inverting
imported
reduction
deported
reversible
adverse
conductor
portable

Base Word

"vert" or "vers"   "duce" or "duct"   "port"

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #4--STRUCTURAL ANALYSIS

Divide each of the following words into prefixes, base words, and suffixes. Below the list, write the prefixes and suffixes used in the list with their definitions.

Example: de cod ing
(p) (b) (s)

Remember: Prefix = word part coming before the base word. Words may or may not have one. Suffix = word part coming after the base word. Words may or may not have one.

1. carpenter
2. torque
3. reversible
4. immovable
5. illegal
6. mechanical
7. education
8. producing
9. understandable
10. incomprehensible

TECHNICAL VOCABULARY
UNIT FIVE

ASSIGNMENT SHEET #5--SYLLABLES

Note the stressed syllables in the following words. The stressed syllables are written in all capital letters. There syllables may or may not be correctly stressed. To determine if they are correctly stressed, say each aloud. If you find that the accented syllable is incorrect, copy the word, mark and stress the proper syllable.

speedDOMEter

conVERTible

irREplaceable

SOLIDify

inexPENsive

CONfusion

unPROfessional

MIStaken

undrinkABLE

generaTOR

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #6--CONTEXT CLUES

Read the following sentences and determine the meaning of the underlined words. Use the contexts in which they are written as a clue. Write the meaning in the blank beside each sentence.

1. The cafeteria is getting plastic dishes that are unbreakable. The others are too fragile. ______________________________

2. Don't digress. Stick to the point you're trying to make! ______________________________

3. Failure is not uncommon and happens all the time, but complete failure is a rarity. ______________________________

4. There are few grocery stores in your small home town, but in the city there are grocery stores galore. ______________________________

5. He was a very experienced builder; his helper, however, was a novice. ______________________________

6. Not a single civilian was appointed; all were military men. ______________

7. He had to quit because the profit was too small. He hoped to find a more lucrative business. ______________________________

8. Yours are easy to read, but mine are illegible. ______________

9. I was blamed for the accident; but when the other guy admitted that he did it, I was exonerated. ______________________________

10. Don't be timorous. There's nothing to be afraid of. ______________

11. Bears hibernate in caves in the winter; frogs spend the winter in the mud. ______________________________

12. The race ended in a tie, for they crossed the line simultaneously.

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #7--TECHNICAL WORDS

Directions: The student will assemble 50 correctly spelled technical words from his/her skill area.

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #8--PARAGRAPH IN SKILL AREA

Directions: Using technical language from his/her skill area, the student will write a paragraph dealing with a process.

TECHNICAL VOCABULARY
UNIT IV

ASSIGNMENT SHEET #9--SKILL AREA TOOLS

Directions: Write down a list of 20 tools or equipment parts that are used in your skill area. List those that may be uncommon to other people in other skill areas.

TECHNICAL VOCABULARY
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

sea, see; there, their, they're; pair, pear, pare; to, two, too, through, thru, threw; it's, its; course, coarse; right, rite, write; metal, medal, mettle, meddle; site, cite, sight.

Assignment Sheet #2

a. boys, raised, rough
b. write, paragraph, teacher, right
c. correct, climb, "clum" okay here; a quote
d. course, we're or we are, too, like, cosmotology, where, are

Assignment Sheet #3

vert or vers: convertible, inverting, reversible, adverse
duct or duct: producer, reduction, conductor
port: deportment, imported, deported, portable

Assignment Sheet #4

Prefix	Base	Suffix
e	duca	tion
pro	duc	ing
	mechanic	al
	carpent	er
under	stand	able
in+com+pre	hens	ible
re	vers	ible
im	mov	able
il	leg	al

Assignment Sheet #5

speeDOMeter, conVERTible, irrePLACable, soLIDify, inexPENSive, conFUSion, unproFESsional, misTAKen, unDRINKable, geneRAtor.

Assignment Sheet #6

a. fragile = breakable
b. digress = go away from point
c. rarity = doesn't happen often
d. galore = many, much
e. novice = beginner
f. civilian = not military
g. lucrative = can make money
h. illegible = not able to read it
i. exonerated = not blamed, cleared
j. timorous = afraid, timid
k. hibernate = sleep the winter away
l. simultaneously = occurs at the same time

Assignment Sheets #7, #8, #9

Answers will be evaluated by the instructor.

TECHNICAL VOCABULARY
UNIT IV
TEST

1. A. Directions: Assemble into separate lists of sound alike words:

to, chew, doe, rain, two, reign, they're, dough, hair, too, hare, their, curly, do, through, there, threw, due

B. By means of context clues, write down in the blank at the end of each sentence the meaning of the underlined word:

1. The reverbration of the engine startled him for it rattled the cup on the table. ______________________
2. The doctor gave her a soporific drug. She would now sleep like a baby.______________________
3. I'm a cosmotologist, not a cosmonaut! I'm learning to be a hair stylist, not a space traveler.______________________
4. He gave the bolt the maximum 50 pounds of torque. That's all it can stand or it'll snap.
   maximum:______________________
   torque:______________________
5. The nurse explained to the patient that the fibrillation occurring in his heart muscle was much like the carburator in a car running rough and coughing.______________________

2. Directions: Identify your skill area and then list five (5) terms specific to that area and give five (5) tools used only in that area.

Skill area______________________

Terms	Tools
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3. Directions: Write a paragraph describing a tool or an implement of your particilar occupational area. The first sentence will identify the tool; the last sentence will give your opinion about the tool--good or bad; and the middle paragraph will describe the tool to the reader by "showing" it to him in words---in other words, a visual picture. (Use the back of this page for your paragraph.)

TECHNICAL VOCABULARY
UNIT IV

ANSWERS TO TEST

1. a.

to	rain	doe	they're	hare	do	through
two	reign	dough	their	hair	due	threw
too			there			

b.
1. rattle; vibrate; shake
2. to make to sleep
3. one who is learning to cut and style hair
4. maximum = uppermost; torque = pressure; twist; rotation
5. quivering; twitching

2. Answers evaluated by the instructor

SPELLING
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to apply spelling rules to written materials. The student should be able to use reference materials to verify spelling of words. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with spelling to their correct definitions.
2. List tips for improving spelling.
3. Apply basic spelling rules to given words.
4. Identify misspelled words in a given list.
5. Proofread and correct spelling errors in written material.

SPELLING
UNIT I

SUGGESTED ACTIVITIES

I. Provide students with objective sheet.

II. Provide students with information and assignment sheets.

III. Discuss unit and specific objectives.

IV. Discuss information and assignment sheets.

V. Have dictionaries available for students' use.

VI. Provide students with a list of spelling words on terms taken from their particular program.

VII. Give test.

VIII. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Add Prefixes and Suffixes to Root Words

    2. Assignment Sheet #2--Supply Omitted Letters in Words

    3. Assignment Sheet #3--Identify Spelling Errors in a Word List

    4. Assignment Sheet #4--Identify Spelling Errors in Sentences

    5. Assignment Sheet #5--Form Plurals

    6. Assignment Sheet #6--Form Possessives and Contractions

    7. Assignment Sheet #7--Select Correct Homonyms

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

A. Dixson, Robert J. Correct Spelling. New York, New York: Monarch Press, 1960.

B. GED, The Cambridge Program for the Writing Skills Test. New York, New York: Cambridge Book Company, 1981.

C. Lewick-Wallace, Mary. Spelling. New York, New York: McGraw-Hill Book Company, 1981.

D. Lewick-Wallace, Mary. Vocabulary Building and Word Study. New York, New York: McGraw-Hill Book Company, 1981.

SPELLING
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Accent--Emphasis placed on particular syllables

   B. Consonant--Any letter that is not a vowel

      (NOTE: There are 20 consonants and 5 vowels. The letter y is both a consonant and a vowel.)

   C. Context--The words in a sentence or paragraph

   D. Contraction--Joining of two words by omitting some letters

   E. Homonyms--Similar words: similar sound, different meaning, different spelling

   F. Plural--More than one of anything

   G. Possession--Ownership

   H. Prefix--A word part added to the beginning of a root word to form a new word

   I. Root word--The base or original form of a word

   J. Singular--One of anything

   K. Suffix--A word part added to the end of a root word to form a new word

   L. Vowel--The letters of a, e, i, o, and u and sometimes y.

II. Importance of accurate spelling

   A. Eliminates confusion in the reading of written material

   B. Supports a positive first impression of the writer by the readers of the material

III. Tips for improving spelling

   A. Keep a notebook of spelling words that are difficult for you to spell.

      1. Write the correct spelling in the notebook.

2. Draw a line under the part of the word that gives you the most trouble.

3. Review often

4. Write them often

B. Break the word into parts so that it becomes easier to spell.

Example: combinations-- com bi na tions

C. Learn to spell common prefixes and suffixes

D. Learn the basic spelling rules and apply them

E. Use the dictionary

F. Improve your vocabulary.

(NOTE: The more words you know, the more likely you are to be aware of spelling errors.)

G. Expand your knowledge of homonym groups.

Example: Plane and Plain

definitions: plane
1. to make smooth or even
2. a family of trees
3. a tool for smoothing
4. a flat or level surface
5. to be smooth or level
6. to soar on wings
7. an aircraft

plain
1. undecorated
2. lacking beauty

H. Learn to pronounce words as they are spelled.

Example: irrelevant-- ir rel e vant
NOT: ir rev e lant

I. Accent words on the proper syllables

Example: 1. moral-- mor' al
definitions: (as an adjective) ethical, righteous
This is a moral issue.

(as a noun) ethic, lesson, standard
The moral of the story is important.

2. morále-- mo rale'

definition: mental and emotional attitudes
The morale of the employees is high.

J. Do not combine the pronunciations of two different words

Example: fr̲ustrate--confuse, disappoint
fl̲uster--confuse, upset

NOT: fl̲ustrate

IV. Some basic spelling rules

A. Ie or Ei words

1. Use i before e except after c;
or when sounded like a as in neighbor
and weigh.

2. There are exceptions to this rule.

Example: neither, either, seize, leisure

B. Final y words

1. If the y is preceded by a consonant, change the y to i and add the suffix

Example: factory + s = factories
certify + cation = certification

2. If the y is preceded by a vowel, do not change the y.

Example: survey + ed = surveyed

3. If the suffix is -ing, do not change the y even though it may be preceded by a consonant.

C. Silent final e words

1. When a suffix beginning with a vowel is added, usually drop the silent e.

Example: move + ing = moving

2. When a suffix beginning with a consonant is added, do not drop the silent e.

Example: hope + less = hopeless

3. When adding -able or -ous to words ending in ce or ge, do not drop the silent e

   (NOTE: This prevents mispronunciation since the c in ce has the sound s and g in ge has the sound j.)

   Example: notice + able = noticeable

4. When adding -ing to a word ending in ie (silent e) change the ie to y

   Example: tie + ing = tying

   (NOTE: In some of these cases, however, the silent e is not dropped in order to differentiate the word from another similarly spelled word.)

   Example: dye + ing = dyeing
   die + ing = dying

D. Final single consonant words

1. One-syllable words

   a. When adding a suffix beginning with a vowel, double the final consonant.

      Example: get + ing = getting

   b. When the word has two vowels between consonants, do not double the final consonant.

      Example: shout + ing = shouting

2. More than one syllable words--If the accent is on the last syllable, double the final consonant.

   Example: program + ing = programming

E. Prefixes

1. When adding the prefixes dis-, mis-, il-, im-, in-, un-, re-, under-, and over-, do not change the spelling of the word.

   Example: re + wire = rewire

2. When a prefix ends with the same letter with which the root word begins, omit no letters.

   Example: mis + spell = misspell

F. Suffixes

1. When the suffix begins with the same letter with which the root word ends, do not change the spelling of the word.

   Example: partial + ly = partially

2. When a word ends with the same letter with which another word begins and the two words are joined to make a compound word, omit no letters.

   Example: book + keeper = bookkeeper

3. "-able" or "-ible"

   a. If the word ends in silent e or if the root word is a full word, use -able.

   Example: full words:
   adapt + able = adaptable

   words ending in silent e
   receive + able = receivable

   b. If the word ends with the sound of s or t (as in gate) or if the base is not a full word, use -ible.

   Example: not full word:
   aud + ible = audible

   ends in s sound:
   access + ible = accessible

4. "ant"/"ance" or "ent"/"ence"

   a. If the word being formed is a person or thing which performs an action, add -ant.

   b. If the word being formed is an adjective made from a verb, add -ent.

   Example: persistent

5. "ceed", "cede", or "sede"

   a. Only one word ends with "sede". It is supersede

   b. Only three words end with "ceed" They are exceed, proceed, and succeed.

   c. All other words in this group end with "cede".

   Example: intercede, precede, concede, recede

V. Homonyms

A. Called "partner" words

B. Types of homonyms

1. Sound alike

2. Spelled differently

3. Meaning is different

C. Context (idea of sentence)

(NOTE: The meaning to be conveyed determines the spelling of the word or which of the partner words to use.)

Example: The carpenter used the (plane/plain) to smooth the board.

Desired meaning is the tool for smoothing, therefore, plane is correct.

D. Pronunciation errors

(NOTE: Many words are misspelled because they are mispronounced.)

Example: wear--to put on
where-- a place

incorrect usage---Wear did you go?

E. Common homonyms

(NOTE: These are only a few of the many sets of homonyms. You should learn to be conscious of these as well as the hundreds of other sets you will encounter.)

here/hear

there/they're /their

two/too/to

fourth/forth

in/inn

plain/plane

where/wear

you're/your

fair/fare

who's/whose

weather/whether

it's/its

sore/soar

we're/were

piece/peace

add/ad

pair/pare/pear

no/know

sight/site/cite

do/due

vane/vein/vain

for/four/fore

threw/through

accept/except

want/wont

all/awl

principle/principal

write/right/rite

blue/blew

be/bee

wood/would

one/won

VI. Plurals

A. When a noun ends with tsh, sh, j, s, ks, or z sounds, add an es to the singular form to make the plural.

Example: mass = masses

(NOTE: The es is needed in order to have an extra syllable.)

B. If a noun does not require an extra syllable or if it ends in a silent e, add an s to form the plural.

Example: hour = hours

C. When the noun is irregular, the plural is formed by changing the spelling of the noun.

(NOTE: An irregular noun is one which forms its plural by any method other than by adding s or es.)

Example:	Singular	Plural
	analysis	analyses
	diagnosis	diagnoses

child	children
man	men
woman	women
datum	data
foot	feet
tooth	teeth
goose	geese
crisis	crises
basis	bases
mouse	mice
criterion	criteria

D. When hyphenated compound words are made plural, add an s or es to the important word.

Example: daughter-in-law = daughters-in-law

E. If the parts of a compound word are so close that they are considered a single word, add s or es to the end of the word.

Example: cupful = cupfuls

F. Some words have the same form for both singular and plural

Example: deer

VII. Possessives

A. When forming the possessive of singular and plural words that end in s, add only an apostrophe (').

Example: actress = actress'

(NOTE: An exception to this is to form the possessive of one-syllable proper names that end with an s sound, use the appostrophe plus s. ('s).)

Example: Tess = Tess's

B. When forming the possessive of singular and plural words that do not end in s or x, add an apostrophe plus s ('s).

Example: cat = cat's

C When showing that something belongs to someone, add an apostrophe plus s ('s) to the name of that person or persons.

Example: Debbie = Debbie's

(NOTE: An exception to this is if the word already ends with an s or x, add only an apostrophe (').)

Example: Charles = Charles'

D. When forming the possessive of personal pronouns, add nothing.

(NOTE: Personal pronouns in their possessive forms do not use an apostrophe at all because the words themselves mean possession.)

Example: her, his, its , ours, theirs, whose , your

(NOTE: Its is the pronoun
It's is the contraciton for it is

Whose is the pronoun
Who's is the contraction for who is)

E. When forming the possessive of indefinite pronouns add an apostrophe plus s ('s).

(NOTE: Indefinite pronouns are those formed of combinations of any, one, every, body, thing, no or some and the pronouns either, another, and neither.)

Example: anybody's
another's

F. When forming the possessive of compound words, add an apostrophe plus s ('s) to the last part of the word.

(NOTE: This includes both compound words which are as one word and compound words which are hyphenated.)

Example: salesperson = salesperson's
son-in-law = son-in-law's

(NOTE: Do not confuse with the plural forms of such words. The plurals are formed by adding an s or es to the important word in the compound.)

G. When showing common or joint possession by two or more people, add an apostrophe plus s ('s) to the final name in the group.

Example: aunt and uncle car = aunt and uncle's car

H. When showing separate possession by two or more people who each own a separate thing, add an apostrophe plus s ('s) to each name.

Example: aunt and uncle cars = aunt's and uncle's cars

I. When forming the possessive of a singular abbreviation, add an apostrophe plus s ('s) to the abbreviation.

Example: D.A. office = D.A.'s office

J. When showing possession by an inanimate object, use an "of the" phrase. Do not use an apostrophe plus s ('s).

Example: leg of the chair--not chair's leg

VIII. Contractions

A. When joining two words together and writing them as one, use an apostrophe to show that one or more letters has been omitted.

B. Two types of contractions

1. Noun or pronoun + verb (the action)

   Example Sue + is = Sue's
   *The i in is is omitted.

2. Verb(action) + Adverb(word describing the action)

   Example: does + not = doesn't

C. Problem contractions

(NOTE: Some contractions are confused with possessive forms because they are pronounced the same. When writing them, remember that only the contractions have the apostrophe

Contractions	Possessives
it + is = it's	its
there + is = there's	theirs
they + are = they're	their (or adverb there)

who + is = who's	whose
you + are = you're	your

SPELLING
UNIT I

ASSIGNMENT SHEET #1--ADD PREFIXES AND SUFFIXES TO ROOT WORDS

Directions: Add the following prefixes and suffixes to the words indicated. Write the new word in the blank.

a. post + test ______________________________

b. for + word ______________________________

c. tran + scribe ______________________________

d. ac + count ______________________________

e. im + mature ______________________________

f. associate + ion ______________________________

g. regular + ly ______________________________

h. joy + ous ______________________________

i. love + able ______________________________

j. noise + less ______________________________

k. knowledge + able ______________________________

l. join + ing ______________________________

m. care + ful ______________________________

n. party + ing ______________________________

o. confer + ed ______________________________

SPELLING
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k. knowledge + able ____________________

l. join + ing ____________________

m. care + ful ____________________

n. party + ing ____________________

o. confer + ed ____________________

SPELLING
UNIT I

ASSIGNMENT SHEET #2--SUPPLY OMITTED LETTERS IN WORDS

Directions: Supply the correct letters for the blank spaces in the following words. Write your choice of the pair given in the blank next to the word.

1. Supply ei or ie.

_____ a. bel__f
_____ b. sl__ghs
_____ c. sh__ld
_____ d. ach__ve
_____ e. fr__ght
_____ f. front__r
_____ g. interv__w
_____ h. n__ghbor
_____ i. r__ns
_____ j. n__ther
_____ k. s__ge
_____ l. br__f
_____ m. r__gn
_____ n. f__ld
_____ o. v__l

2. Supply able or ible.

_____ a. notice____
_____ b. horr____
_____ c. repons____
_____ d. believ____
_____ e. service____
_____ f. consider____
_____ g. revers____
_____ h. aud____
_____ i. valu____
_____ j. access_____

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SPELLING
UNIT I

ASSIGNMENT SHEET #3--IDENTIFY SPELLING ERRORS IN A WORD LIST

Directions: Correct the misspelled words by printing the correct spelling in the space provided. Use a dictionary for reference if needed. If the word is spelled correctly, write a C in the blank.

a. famous ____________________

b. recieve ____________________

c. beginning ____________________

d. relieve ____________________

e. noticable ____________________

f. prefered ____________________

g. controlled ____________________

h. adressed ____________________

i. suceed ____________________

j. manageable ____________________

k. independant ____________________

l. perceive ____________________

m. reciept ____________________

n. procede ____________________

o. seperate ____________________

p. arrangments ____________________

q. nesessary ____________________

r. parallel ____________________

s. manajer ____________________

t. equipped ____________________

SPELLING
UNIT I

ASSIGNMENT SHEET #4--IDENTIFY SPELLING ERRORS IN SENTENCES

Directions: Read the following sentences. If a sentence contains a misspelled word, write the correctly spelled word in the blank. If no word is misspelled, write a C in the blank.

__________ a. It will not be conveient for me to go.

__________ b. Our goverment officials are officed in Little Rock.

__________ c. The president sent congratulations to the award winners.

__________ d. Hearing the keynote speaker was a priviledge.

__________ e. She received the pamphlet in the mail.

__________ f. The circumstances in the situations were similiar.

__________ g. What a colorful broshure that is!

__________ h. Her knowlege is unbelievable!

__________ i. I don't care for this particular style.

__________ j. My sister is a sophmore in college.

SPELLING
UNIT I

ASSIGNMENT SHEET #5--FORM PLURALS

Directions: Write the plurals of the following words in the blanks provided. Use the dictionary if needed.

a. factory ______________________________

b. glass ______________________________

c. stimulus ______________________________

d. sheep ______________________________

e. mother-in-law ______________________________

f. runner-up ______________________________

g. leaf ______________________________

h. wish ______________________________

i. senator-elect ______________________________

j. teaspoonful ______________________________

k. church ______________________________

l. lens ______________________________

m. waltz ______________________________

n. passerby ______________________________

o. wax ______________________________

SPELLING
UNIT I

ASSIGNMENT SHEET #6--FORM POSSESSIVES AND CONTRACTIONS

Directions: Write the possessive form or the contraction of the following items.

a. should + not

b. possessive of they

c. possessive of Thomas

d. possessive of C.P.A.

e. joint possession of Jim and Betty

f. possessive of Lana

g. possessive of passerby

h. possessive of he

i. possessive of one

j. are + not

k. possessive of who

l. Lana + is

m. separate possession of Dave and Bill

n. possessive of it

o. who + is

SPELLING
UNIT I

ASSIGNMENT SHEET #7--SELECT CORRECT HOMONYMS

Directions: Select the appropriate homonym for the context in the following sentences. Write the homonym in the space provided.

a. Have you paid your plane (fair,fare)?

b. Will you (accept,except) the invitation?

c. The (principle,principal) addressed the assembly.

d. (We're,Where) going to see the drama.

e. Slice me a (peace,piece) of pie, please.

f. (Pair,Pare,Pear) the apples for the salad.

g. The child tossed the ball (through,threw) the window.

h. What (advise,advice) would you give?

i. The (plain,plane) dress is classic.

j. Let me know (weather,whether) or not you go.

SPELLING
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

a. posttest
b. foreword
c. transcribe
d. account
e. immature
f. association
g. regularly
h. joyous
i. lovable
j. noiseless
k. knowledgeable
l. joining
m. careful
n. partying
o. conferred

ASSIGNMENT SHEET #2

1. a. ie
   b. ei
   c. ie
   d. ie
   e. ei
   f. ie
   g. ie
   h. ei
   i. ei
   j. ei
   k. ie
   l. ie
   m. ei
   n. ie
   o. ei
2. a. able
   b. ible
   c. ible
   d. able
   e. able
   f. able
   g. ible
   h. ible
   i. able
   j. ible

ASSIGNMENT SHEET #3

a. C
b. receive
c. C
d. C
e. noticeable
f. preferred
g. C
h. addressed
i. succeed
j. C
k. independent
l. C
m. receipt
n. proceed
o. separate
p. arrangements
q. necessary
r. C
s. manager
t. C

ASSIGNMENT SHEET #4

a. convenient
b. government
c. D
d. privilege
e. E
f. C
g. brochure
h. C
i. particular
j. sophomore

ASSIGNMENT SHEET #5

a. factories
b. glasses
c. stimuli
d. sheep
e. mothers-in-law
f. runners-up
g. leaves
h. wishes
i. senators-elect
j. teaspoonfuls
k. churches
l. lenses
m. waltzes
n. passersby
o. waxes

ASSIGNMENT SHEET #6

a. shouldn't
b. their, theirs
c. Thomas'
d. C.P.A.'s
e. Jim and Betty's
f. Lana's
g. passerby's
h. his
i. one's
j. aren't
k. whose
l. Lana's
m. Dave's and Bill's
n. its
o. who's

ASSIGNMENT SHEET #7

a. fare
b. accept
c. principal
d. we're
e. piece
f. pare
g. through
h. advice
i. plain
j. whether

SPELLING
UNIT I

TEST

1. Match terms associated with spelling to their correct definitions.

___ a. The base or original form of the word

___ b. The letters of a, e, i, o and u, and sometimes y

___ c. Emphasis placed on particular syllables

___ d. A word part added to the beginning of a word to form a new word

___ e. The words in a sentence or paragraph

___ f. Any letter that is not a vowel

___ g. Similar words

___ h. A word part added to the ending of a word to form a new word

___ i. One of anything

___ j. Ownership

___ k. Joining of two words by omitting some letters

___ l. More than one of anything

1. contraction
2. vowel
3. suffix
4. consonant
5. possession
6. homonyms
7. prefix
8. singular
9. root word
10. context
11. accent
12. plural

2. List eight tips for improving spelling.

a.

b.

c.

d.

e.

f.

g.

h.

3. Apply basic spelling rules to given words. Write the spelling of the following words.

a. un + necessary =

b. il + legal =

c. im + prove =

d. hope + less =

e. like + ed =

f. stop + ing =

g. cheap + er =

h. beauty + ful =

i. marry + ing =

j. begin + ing =

k. fr--ght (ie or ei)=

l. p--ce (ie or ei)=

m. rec--pt (ie or ei)=

n. c--ling (ie or ei)=

o. n--ther (ie or ei)=

p. territory + es =

q. specify + ed =

r. necessary + ly =

s. heavy + est =

t. city + es =

u. buy + ing =

v. super----(cede,ceed,or sede)=

w. suc----(cede,ceed,or sede)=

x. pre----(cede,ceed,or sede)=

y. refer + ed =

z. tax-ble (a or i)=

aa. acquit + al =

bb. bit + ing =

cc. bit + n =

dd. hope + ed =

ee. shout + ing =

ff. confer-nce (e or a) =

gg. depend-ble (a or i)=

hh. hop + ed =

ii. picnic + ed =

jj. singe + ing =

kk. sincere + ly =

ll. courage + ous

mm. tie + ing =

nn. unmanage + able =

4. Identify misspelled words in a given list. Write in the blanks the correct spellings of the misspelled words in the following list. Write a C if the word is correct.

a. guiltyer ______________________

b. vien ____________________

c. variing ____________________

d. written ____________________

e. pennies ____________________

f. enemys ____________________

g. niece ____________________

h. forcful ____________________

i. proceed ____________________

j. unnoticed ____________________

k. vallies ____________________

l. froliced ____________________

m. goverment ____________________

n. interview ____________________

o. overipe ____________________

p. managment ____________________

q. arrival ____________________

r. outragous ____________________

s. considerable ____________________

t. exceed ____________________

u. continueally ____________________

v. excelence ____________________

w. monkies ____________________

x. bookeeper ____________________

y. politicking ____________________

z. betting ____________________

aa. arrangments ____________________

bb. interupt ____________________

cc. immodest ____________________

dd. siege ____________________

ee. prefered ____________________

ff. finaly ____________________

gg. voteing ____________________

hh. horrable ____________________

ii. planning ____________________

jj. sensable ____________________

kk. carriing ____________________

ll. illiterate ____________________

mm. resede ____________________

nn. priest ____________________

5. Proofread and correct spelling errors in written material. Read the following transcript. As you read, look for errors in spelling, possessive forms, contractions, homonyms, and plurals. Circle the errors you find and write the correction of the error above it.

CALLING FOR AN INTERVEIW

Calling for an interveiw is the fastest and usualy the easyest way of geting an interview with an employer. Remember, though, that the impresion you make on an employer starts with this phone call. Will it be a good impresion or a bad one? Here are some things you can do to be sure you make a good impresion:

1. Before you call, mark the newpaper add so you can find it easyly in case you need to refer to it.

2. Have all the information you may need in front of you. The employer may wont to no when and where you

have worked before, how long the job lasted and why you left. Be prepaired to answer these question.

3. Have pensil and paper handy to right down important facts. You should make a note of the name of the person you are talking to, what time you're appointment is, and where to go for you interview.

4. Introduce yourself and give your reason for calling. Ask to speek to the person in charge of hireing.

5. Speak clearly and sloly.

6. Lisen carfully and be polit.

7. Be confidant about you're ability to do the job. Be sure to mension any job experence youve had that would hep you with the job you're appliing for.

8. Make your phone call early. Many employer stop takeing applycations after they have a certin number of applicants. Be sure your one of the first.

SPELLING
UNIT I

ANSWERS TO TEST

1. a. 9
   b. 2
   c. 11
   d. 7
   e. 10
   f. 4
   g. 6
   h. 3
   i. 8
   j. 5
   k. 1
   l. 12

2. Answers should include any eight of the following:
   a. Keep a notebook of difficult words.
   b. Break the word into syllables.
   c. Learn to spell common prefixes and suffixes.
   d. Learn the basic spelling rules.
   e. Use the dictionary.
   f. Improve your vocabulary.
   g. Expand your knowledge of homonym groups.
   h. Learn to pronounce words as they are spelled.
   i. Accent words on the proper syllables.
   j. Do not combine the pronunciations of two different words.

3. a. unnecessary
   b. illegal
   c. improve
   d. hopeless
   e. liked
   f. stopping
   g. cheaper
   u. buying
   v. supersede
   w. succeed
   x. precede
   y. referred
   z. taxable
   aa. acquittal

h. beautiful
i. marrying
j. beginning
k. freight
l. piece
m. receipt
n. ceiling
o. neither
p. territories
q. specified
r. necessarily
s. heaviest
t. cities

bb. biting
cc. bitten
dd. hoped
ee. shouting
ff. conference
gg. dependable
hh. hopped
ii. picnicked
jj. singeing
kk. sincerely
ll. courageous
mm. tying
nn. unmanageable

4. a. guiltier
b. vein
c. varying
d. C
e. C
f. enemies
g. C
h. forceful
i. C
j. C
k. valleys
l. frolicked
m. government
n. C
o. overripe
p. management
q. C
r. outrageous
s. C
t. C
u. continually
v. excellence
w. monkeys
x. bookkeeper
y. C
z. C
aa. arrangements
bb. interrupt
cc. C
dd. C

ee. preferred

ff. finally

gg. voting

hh. horrible

ii. C

jj. sensible

kk. carrying

ll. C

mm. recede

nn. C

5. title	1. Interview
Paragraph	1. interview
	2. usually
	3. easiest
	4. getting
	5. impression
	6. impression
	7. impression
Item 1	1. newspaper
	2. ad
	3. easily
Item 2	1. want
	2. know
	3. prepared
	4. questions
Item 3	1. pencil
	2. write
	3. your
	4. your
Item 4	1. calling
	2. speak
	3. hiring
Item 5	1. slowly

Item 6	1. Listen
	2. carefully
	3. polite
Item 7	1. confident
	2. your
	3. mention
	4. experience
	5. you've
	6. help
	7. applying
Item 8	1. employers
	2. taking
	3. applications
	4. certain
	5. you're

CORRECT GRAMMAR
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to compose sentences using correct grammar. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVE

After completion of this unit, the student should be able to:

1. Match terms associated with grammar to their correct definitions.
2. Describe what each part of speech does.
3. Describe the parts of the sentence.
4. Identify sentences with correct subject-verb agreement.
5. Select correct verbs for given sentences.
6. Identify sentences with correct pronoun-antecedent agreement.
7. Select correct pronoun forms for given sentences.
8. Write sentences using correct grammar.

NOTE: The title of this particular unit implies a wide-range of knowledge which would involve a very lengthy course of study if studied in detail. The specific objectives included in this unit, however, are only those which will help the student demonstrate sufficient knowledge and ability in grammar and writing skills to achieve clear and effective results through his/her writing. This is not intended to be a complete grammar course through which the student can name specific parts of speech, etc., but rather through which he/she can recognize in his/her particular way when sentences have been correctly written.

CORRECT GRAMMAR
UNIT II

SUGGESTED ACTIVITIES

I. Provide students with objective sheet.

II. Provide students with information and assignment sheets.

III. Discuss unit and specific objectives.

IV. Discuss information and assignment sheets.

V. Dictate a list of verbs and have students write the principle parts of each as it is dictated.

VI. Have students select an article in a newspaper and write on a separate sheet the pronouns in the article. Beside each pronoun have them write the antecedent of it.

VII. Provide additional assignments from any basic language text, when needed.

VIII. Use resource language arts and grammar books for additional rules on subject-verb agreement, principle parts of verbs, and pronoun-antecedent agreement.

IX. Give test.

X. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
  1. Assignment Sheet #1--Write sentences with given subjects.
  2. Assignment Sheet #2--Write sentences with given pronouns.

3. Assignment Sheet #3--Write sentences with given verbs.

4. Assignment Sheet #4--Write principle parts of verbs.

5. Assignment Sheet #5--Write principle parts of regular and irregular verbs in sentences.

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

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B. Lewick- Wallace, Mary. Grammar and Sentence Structure. New York, New York: McGraw-Hill Book Company, 1983.

C. Spann, Margaret. English I. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1982.

CORRECT GRAMMAR
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Parts of speech--Eight classifications of words which are combined to make sentences, paragraphs, letters and reports

B. Parts of the sentence--Various elements or word groups which make the sentence convey a message

C. Sentence--A group of words which contains a subject and verb and which expresses a complete thought.

D. Subject-verb agreement--Use of a singular subject with a singular verb or a plural subject with a plural verb.

E. Antecedents--Noun (the name of a person, place, thing, or idea) which is replaced by a pronoun

F. Pronoun-antecedent agreement--Use of a singular pronoun with a singular antecedent or a plural pronoun with a plural antecedent

G. Pronoun case--Three types of pronouns: subject pronouns, object pronouns, possessive pronouns

II. Parts of speech

A. Noun--names a person, place, thing, or idea

(NOTE: A verb form may be used as a noun if it names an action being performed.)

Example: child, town, book, honesty, singing

B. Pronoun--replaces a noun in order to avoid repetiion of the noun

Example: Anne broke Anne's leg.
Anne broke her leg.

C. Verb--expresses the action or state of being of the subject

Example: The plumber unclogged the drain.
Mary seems ill today.

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D. Adjective--tells something about a noun or pronoun (modifies it), answers which?, what kind of?, how many?

Example: The beautiful interior of the car was plush.

(NOTE: All of these tell something about interior.)

E. Adverb--tells something about the verb, an adjective, or another adverb (modifies them), answers how?, when?, where?, to what extent?, under what condition?

Example: The employee worked slowly.
(tells how the employee worked.)

The light blue car was her favorite.
(tells what kind of blue--an adjective)

The employee worked quite slowly.
(tells how slowly--an adverb)

F. Conjunction--connects words, groups of words, or sentences

Example: Richard and Jim finished their assignment.

Richard finished his work, and he left early.

(NOTE: Coordinating conjunctions join elements of equal rank. The four common ones are and, but, or, and nor. Subordinating conjunctions make one element lower in rank than the other. A few examples are: when, because, after, although and if.)

Example: Charles finished his word, and I have almost finished mine. (coordinating)

Although Charles finished his work, I have not quite finished mine. (subordinating)

G. Preposition--joins a noun to another word in the sentence and tells something about a noun or pronoun (as an adjective does) or a verb, adjective, or adverb (as an adverb does)

Example:

aboard
about
above
across
after
against
along
amid

behind
below
beneath
beside
between
beyond
but (except)
by

from
in
into
like
near
of
off
on

among
around
at
before
underneath
upon
down
during
except
for
until
with
over
past
since
through
unto
within
throughout
to
toward
under
up
without

(NOTE: All prepositional phrases--the preposition and the noun which must follow it--are used either as an adjective or as an adverb.)

Example: The car in the showroom is my favorite. (tells which car--an adjective phrase)

The student drove down the street. (tells where he/she drove--an adverb phrase)

H. Interjection--expresses strong emotion, is not connected to the sentence.

Example: Wow! Look at the fireworks!

III. Parts of the sentence

A. Subject--the person, place, thing, or idea about which something is said

B. Verb--the action or state of being of the subject

C. Phrase--a group of two or more words which acts as a single element in the sentence and which does not contain a subject and a verb; modifies something else in the sentence

D. Clause--a group of words which contains both a subject and a verb

1. Independent clause--expresses a complete thought and can stand alone as a sentence when followed by a period, question mark, or exclamation mark.

Example: The carpenter laid the flooring today.

2. Dependent clause--does not express a complete thought and, therefore, cannot stand alone

Example: Although it was extremely hot. (incomplete thought)

Corrected: Although it was extremely hot, the carpenter laid the flooring today.

IV. Subject-verb agreement

(NOTE: Number in grammar means singular or plural.)

A. Singular subjects--take singular verbs.

(NOTE: Singluar means one.)

Example: The house on the corner is vacant.
(both are singular)

B. Plural subjects--take plural verbs.

(NOTE: Plural means two or more.)

Example: The houses on the corner are vacant.
(both are plural)

(NOTE: Do not be confused by an interrupting prepositional phrase which contains a noun different in number to the subject.)

Example: houses = subject
corner = object of preposition

(NOTE: Notice that most nouns which end in s are plural and that verbs which end in s are singular.)

Example: instructors, computers, tools--plural nouns
is, goes, designs--singular verbs

C. Collective noun subjects--nouns which appear to be singular in form but are actually two or more persons or things

Example: crew, staff, team, faculty, herd

1. Use singular verb if the individuals act as one unit. (collectively)

   Example: The staff sends its report to the chairman. (staff acts as a single unit and has a single report)

2. Use plural verb if the individuals act separately.

   Example: The staff sent their reports to the chairman. (staff acts separately and has several reports)

D. Indefinite pronoun subjects

1. Some are always singular

   Example: each, anyone, anybody, one, everyone, no one, everybody, nobody, somebody, someone, either, neither

2. Some are always plural

   Example: both, few, many, several

3. Some are sometimes singular and sometimes plural

   Example: all, any, most, none, some, half, part

E. Compound subjects and verbs--two or more parts joined by a connecting word such as and, or, or nor.

1. Joined by and--plural

   Example: A pen and tablet are used in shorthand class.

2. Joined by or or nor--singular

   Example: Either the manager or the supervisor evaluates you.

3. One singular subject and one plural subject joined by or or nor--verb agrees with the one closer to it

   Example: Either the instructor or the students are going. (students are)

   Either the sudents or the instructor is going. (instructor is)

4. Two part verb--both must agree with number of the subject

   Example: The carpenter is working today or plans to tomorrow. (singular)

   (plural) Contractors design and build houses.

5. Special problems--sentences beginning with here, there, where, which, or what: find subject after the verb.

   Example: There are two choices for you. (plural)
   Where are the plans and report? (plural)

V. Principle parts of verbs

A. Infinitive--base part of the verb; the root

Example: follow, see, walk

B. Present participle--shows continuing action

Example: following, seeing, walking

C. Past--shows action already completed.

Example: followed, saw, walked

D. Past participle--used with have, has or had

Example: has followed, have seen, had walked

VI. Principle parts of regular verbs

A. Infinitive--base part of the verb; the root

B. Present participle--add ing to infinitive

Example: walk (infinitive) + ing = walking

C. Past--add ed or d to infinitive

Example: walk(infinitive)+ ed = walked

D. Past participle--same as past; used with have, has, or had

Example: walked (past) + have, has, had = past participle

VII. Principle parts of irregular verbs--formed without rules; these forms follow no pattern

(NOTE: The irregular verbs cause people more problem than the regular ones. The following list is only a small number of the many irregular verbs. Study these and make a list of others as they are encountered.)

	Infinitive	Present Participle	Past	Past Participle
a.	begin	beginning	begun	(have) begun
b.	blow	blowing	blew	" blown
c.	come	coming	came	" come
d.	drink	drinking	drank	" drunk
e.	go	going	went	" gone

f.	know	knowing	knew	(have)	known
g.	ring	ringing	rang	"	rung
h.	sing	singing	sang	"	sung
i.	sit	sitting	sat	"	sat
j.	throw	throwing	threw	"	thrown

(NOTE: Take caution in selecting the verb form to use. Remember that past forms do not use have or has, but past participle form must use them.)

Example: The mail has come. NOT: The mail has came.

(NOTE: Do not "create" your own forms of the verb. If you are in doubt about the correct parts, use the dictionary. Look up the root form of the verb, and you will find the other three parts given.)

Example: Our quarterback threw a touchdown pass.
NOT: Our quarterback throwed a touchdown pass.

A. Special problem verbs

lay	laying	laid	laid
lie	lying	lay	lain

raise	raising	raised	raised
rise	rising	rose	risen
set	setting	set	set
sit	sitting	sat	sat

VIII. Pronoun-antecedent agreement

A. Antecedents

1. Singular antecedents take singular pronouns.

Example: The faculty submitted its report.

(NOTE: Only one report is submitted.)
faculty = atecedent = singular
its = singular pronoun

2. Plural antecedents take plural pronouns.

   Example: The faculty submitted their reports.

   (NOTE: Several reports are submitted.)
   faculty = antecedent = plural;
   their = plural pronoun

3. Two singular antecedents joined by and take a plural pronoun.

   Example: Brenda and Barbara bought their tickets.

4. When the antecedent consists of two words in a neither...nor or either...or construction, the pronoun agrees with the second word, that is the word closer to the pronoun.

   Example: Neither the chairman nor the committee members brought their reports.

   Neither the committee members nor the chairman brought her report.

5. Indefinite pronouns

   a. Always singular: each, anyone, anybody, one, everyone, no one, everybody, nobody, somebody, someone, either, neither.

   b. Always plural: both, few, many, several

   c. May be singular or plural: all, any, none, some, half, part, most.

B. Forms of personal pronouns

1. Singular pronouns

   a. 1st person (person speaking)--I, me, my, mine

   b. 2nd person (person spoken to)--you, your, yours

   c. 3rd person (person or thing spoken about)

      i. he, him, his

      ii. she, her, hers

      iii. it, its

2. Plural pronouns

   a. 1st person--we, us, our, ours

b. 2nd person--you, your, yours

c. 3rd person--they, them, their, theirs

IX. Pronoun usage (case)

(NOTE: The way a pronoun is used in a sentence determins which form should be used.)

A. Subject case--used in subject or subject complements (sometimes called predicate noun) positions

(NOTE: The subject complement follows a linking verb and renames the subject.)

Example: She graduates this December.
(subject)

This is she speaking.
(subject complement: This = she)

(NOTE: These pronouns are the subject case forms: I, you, he, she, it, she, we, they and who.)

B. Object case--used in all object positions (direct object, indirect object, and object of prepositions)

(NOTE: The direct object follows an action verb and answers the question who? or what? about the subject and verb.)

Example: Thomas played the drums.
(Thomas played what? drums)

My boss sent me on an errand.
(boss sent who? me)

(NOTE: The indirect object answers to whom? or for whom? about the subject, verb and direct object. A sentence may have a direct object without an indirect object, but it cannot have an indirect object without a direct object.)

(NOTE: The indirect object will always come between the verb and the indirect object.)

Example: She baked her child a birthday cake.
(she baked what? a cake, she baked a cake for whom? her child)
(NOTE: She did not bake her child.)

(NOTE: These pronouns are the object case forms: me, you, him, her, it, us, them, and whom.)

C. Possessive case--used to show ownership or possession

(NOTE: Possessive pronouns do not have apostrophes.)

Example: These are her books.
These books are hers.

(NOTE: These pronouns are the possessive case forms: my, mine, your, yours, his, her, hers, its, our, ours, their, thiers.)

CORRECT GRAMMAR
UNIT II

ASSIGNMENT SHEET #1--WRITE SENTENCES WITH GIVEN SUBJECTS

Directions: Write a sentence using each of the following nouns as the subject. Use at least six words in each sentence. Relate your sentences to your craft area, if possible.

a. class

b. we students

c. mother and children

d. clerks or supervisor

e. dictation

f. carpentry, not masonry

g. clearness in written and oral communications

h. designs of the house

i. either drafing or auto repair

j. benefits (begin sentence with there)

CORRECT GRAMMAR
UNIT II

ASSIGNMENT SHEET #2--WRITE SENTENCES WITH GIVEN PRONONOUNS

Directions: Write a sentence using each of the following pronouns as indicated. Use at least six words in each sentence. Relate your sentences to your craft area.

a. we (subject)

b. each (subject)

c. them (direct object)

d. someone (subject)

e. him (obj. of prep.)

f. nothing (subject)

g. us (indir. obj.)

h. both (subject)

i. none (subject)

j. several (subject)

CORRECT GRAMMMAR
UNIT II

ASSIGNMENT SHEET #3--WRITE SENTENCES WITH GIVEN VERBS

Directions: Write a sentence using each of the following verbs. Use at least six words in each sentence. Relate your sentences to your craft area, if possible.

a. tastes

b. is (with a compound subject)

c. writes (with a compound subject)

d. are (with a pronoun subject)

e. appears

f. types and edits

g. has (with compound subject)

h. rotates

i. go (with singular subject)

j. designs, builds (each with a different subject)

CORRECT GRAMMAR
UNIT II

ASSIGNMENT SHEET #4--WRITE PRINCIPLE PARTS OF VERBS

Directions: Write the specified principle part of the following verbs.

a. drink (past participle)

b. sleep (past)

c. write (past participle)

d. freeze (past)

e. know (past)

f. swim (past)

g. survey (present participle)

h. lose (past)

i. dive (past)

j. throw (past participle)

k. lay (past)

l. rise (past)

m. set (past participle)

n. lie (past)

o. try (past)

CORRECT GRAMMAR
UNIT II

ASSIGNMENT SHEET #5--WRITE PRINCIPLE PARTS OF REGULAR AND IRREGULAR VERBS IN SENTENCES

Directions: Write a sentence using each of the following specified verb forms. Use at least six words in each sentence. Relate your sentences to your craft area.

a. clean (present participle)

b. follow (past participle)

c. draw (past participle)

d. speak (present)

e. listen (past)

f. relate (past participle)

g. write (present participle)

h. read (past)

i. repair (past participle)

j. know (past)

CORRECT GRAMMAR
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #2

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #3

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #4

a. drunk
b. slept
c. written
d. froze
e. knew
f. swam
g. surveying
h. lost
i. dived or dove
j. thrown
k. laid
l. rose
m. set
n. lay
o. tried

ASSIGNMENT SHEET #5

Evaluate to the satisfaction of the instructor.

CORRECT GRAMMAR
UNIT II

TEST

1. Match terms associated with grammar to their correct definitions. Write the correct numbers in the blank.

_____ a. Three types of pronouns

_____ b. Various elements or word groups which make the sentence convey a message

_____ c. Eight classifications of words which are combined to make sentences

_____ d. A group of words which contains a subject and verb and which expresses a complete thought

_____ e. Use of singular pronouns with singular antecedents and plural pronouns with plural antecedents

_____ f. Noun which is replaced by a pronoun

_____ g. Use of singular verbs with singular subjects and plural verbs with plural subjects.

1. pronoun-antecedent agreement

2. antecedent

3. parts of speech

4. subject-verb agreement

5. sentence

6. pronoun case

7. parts of the sentence

2. Describe what each part of speech does. List the parts and tell what each does.

a.

b.

c.

d.

e.

f.

g.

h.

3. Describe four parts of the sentence.

a.

b.

c.

d.

4. Identify sentences with correct subject-verb agreement. Place an "x" in the blank beside the following sentences which have correct subject-verb agreement.

___ a. Employees of the plant is on strike.

___ b. His objections to the proposal seems unreasonable.

___ c. A crate of stawberries is selling for $12 today.

___ d. Each of the computer operators was working on a different shift.

___ e. The instructor and the students plans to attend the conference.

___ f. Land, sea, or air is directly affectd by many pollutants.

___ g. Either the supplies or the book has come.

___ h. A nurse or a doctor are on duty.

___ i. The secretary types and take dictation well.

___ j. Neither the student nor the instructor has enough energy to finish the job or wants to do it.

5. Select correct verbs for given sentences. Write your choice in the blank.

__________ a. Where did you (lie,lay) the manual?

__________ b. The PBL at school (rose,raised) money for the the trip.

__________ c. When she finished with the typewriter, she (sat,set) it on the corner table.

__________ d. We have (began,begun) to see the end of our work.

__________ e. He should have (brung,brought) the safety report with him.

__________ f. The carpenters had (come,came) to work early.

__________ g. Have you (wrote,written) your resume?

__________ h. The test tube had (burst,bursted) from intense heat.

__________ i. The toddler (drank,drinked) the milk.

__________ j. Floyd had (done,did) the work on the computer.

6. Identify sentences with correct pronoun-antecedent agreement. Place an "x" in the blank beside the following sentences which have correct pronoun-antecedent agreement.

___ a. Part of the reports need its headings revised.

___ b. All of the stenographers wished they could type as fast as Mary.

___ c. Everybody knew their own part.

___ d. Either the CPA or the bookkeepers left their books in the office.

___ e. Let each person prepare their own list.

___ f. The supervisor is good at his job.

___ g. Several of the technicians brought his instruments.

___ h. The secretary and the treasurer gave their reports.

___ i. None of the reports were in their folders.

7. Select correct pronoun forms for given sentences. Circle your choice.

a. The applicants for the job were you and (he,him).

b. He stood between you and (I,me).

c. Bill worked for Mr. Barton and (he,him) for ten years.

d. It was probably (I,me) who made the error.

e. Was it (she,her) who made the dress?

f. (Theirs,There's,Their's) no excuse for this error.

g. (Whose,Who's) materials are these?

h. (Him,His) being late was a problem.

I. (Its,It's) too late to order supplies.

j. Mail the report to (him or I,him or me).

8. Write sentences using correct grammar. Using the following elements, write complete sentences. Use at least six words in each sentence.

a. Everyone (as subject)

b. Both (as subject)

c. Ann and Charlie (as subject complement)

d. Tracy or friends (as subject)

e. Either Joan or Brenda (as subject)

f. you and me

g. There (as first word in sentence)

h. The nurses

i. Us technicians

j. Colleagues or I

CORRECT GRAMMAR
UNIT II

ANSWERS TO TEST

1. a. 6 b. 7

   c. 3 d. 5

   e. 1 f. 2

   g. 4

2. Answers may vary in wording.

   a. Noun--names a person, place, thing, or idea

   b. Pronoun--replaces a noun to avoid repetition of it

   c. Verb--expresses the action performed or the state of being of the subject

   d. Adjective--tells something about a noun or pronoun, answers which?, what kind of?, how many?

   e. Adverb--tells something about a verb, an adjective, or an adverb, answers how?, when?, where?, why?, to what extent?

   f. Conjunction--connects elements in sentences

   g. Preposition--joins a noun to another word in the sentence, the phrase acts as an adjective or adverb

   h. Interjection--expresses strong emotion, is not connected to the sentence

3. Answers may vary in wording.

   a. Subject--the person, place, thing, or idea about which something is said

   b. Verb--the action performed by or the state of being of the subject

   c. Phrase--a group of two or more words which acts as a single element in the sentence and which does not contain a subject and a verb; modifies something else in the sentence

d. Clause--a group of words which contains both a subject and a verb; two kinds--independent (can stand alone and expresses a complete thought); 2) dependent (cannot stand alone and does not express a complete thought)

4. c, d, f, g, j

5. a. lay
   b. raised
   c. set
   d. begun
   e. brought
   f. come
   g. written
   h. burst
   i. drank
   j. done

6. b, d, f, h, i,

7. a. he
   b. me
   c. him
   d. I
   e. she
   f. There's
   g. Whose
   h. His
   i. It's
   j. him or me

8. Evaluate to the satisfaction of the instructor.

PUNCTUATION
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to apply puncuation rules to written materials. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with puncuation to their correct definitions.
2. Apply terminal punctuation usage rules to given sentences by supplying appropriate ending punctuation.
3. Apply comma and semicolon usage rules by inserting commas and semicolons where needed in given sentences.
4. Apply quotation marks, apostrophes, and colon usage rules by inserting appropriate punctuation where needed in given sentences.
5. Punctuate sentences internally and externally.

PUNCTUATION
UNIT III

SUGGESTED ACTIVITIES

I. Provide students with objective sheet.

II. Provide students with information and assignment sheets.

III. Discuss unit and specific objectives.

IV. Discuss information and assignment sheets.

V. Give test.

VI. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

  A. Objective sheet.

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Insert terminal punctuation

    2. Assignment Sheet #2--Insert commas and semicolons

    3. Assignment Sheet #3--Insert quotation marks, apostrophes, and colons

    4. Assignment Sheet #4--Punctuate sentences internally and externally

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

II. References

  A. Perkins, W.E. Punctuation. 2nd ed. Cincinnati, Ohio: South-Western Publishing Company, 1982.

B. Sabin, William A. The Gregg Reference Manual. New York, New York: Gregg Division/McGraw-Hill Book Company, 1977.

PUNCTUATION
UNIT III

INFORMATION SHEET

I. Terms and definitions

- A. Transitions--words used to connect an idea used in one sentence or paragraph to the following sentence or paragraph
- B. Interruptors--transitions that appear in the middle of a sentence
- C. Appositives--a word or a group of words that follows a noun and helps to identify or explain it
- D. Terminal punctuatuion--a period, question mark, or exclamation point used at the end of a sentence to help make the meaning of the sentence clear
- E. Internal punctuation--all marks of punctuatuion used within a sentence, such as commas, semicolons, colons, and quotation marks
- F. Declarative sentence--Makes a simple statement of fact; it declares something
- G. Imperative sentence--Makes a command; it tells someone to perform some type of action
- H. Interrogative sentence--asks a question
- I. Exclamatory sentence--expresses emotion; exclaims something

II. Period usage

- A. After all declarative sentences
- B. After all imperative sentences

  (NOTE: Depending on the emphasis, the declarative and imperative sentences may use an exclamation mark.)
- C. After a polite request which is intended as a suggestion

  Example: Will you please be seated.

D. Inside all terminal quotation marks

Example: She said, "It was the most frightening day in my life."

E. In amounts of money and with decimal fractions

Example: $25.50, 24.5 percent

F. After abbreviations and initials

Example: Mr. E.R. Smith is waiting for you.

(NOTE: Mr. is the abbreviation for Mister.)

III. Question mark usage

A. After a direct question

Example: What time is it?

(NOTE: A direct question requires a direct response.)

B. Inside the quotation marks at the end of any question involving a direct question

Example: John asked me, "What time is it?"

C. Outside the quotation marks when the question mark has reference to the whole sentence

Example: Have you ever read the play "Our Town"?

IV. Exclamation mark usage

A. After an interjection--word of surprise or emotion

Example: Wow! Gee!

B. After a sentence involving strong feelings

Example: I can never thank you enough!

V. Comma usage

A. After items in a series

Example: John, Larry, and Herbert were late for class.

B. After transition words

(NOTE: Transition words move the reader from one sentence to another and show the condition which exists.)

Example: However, we will be unable to pour the concrete today.

(NOTE: However indicates a contrasting situation or condition.)

C. Before and after interruptors

Example: We will be unable, therefore, to pour the concrete today.

D. Before and after appositives.

(NOTE: An appositive follows a noun and explains it.)

Example: Ron Smith, a welding student, made this trailer as a class project.

E. Before and after a year date

(NOTE: Year dates in this situation explain which month and day are referred to. They are appositives which should be set off on each side by commas.)

Example: Operations began on December 16, 1942, in Bonn.

F. Before and after a state when the name of a city precedes it

(NOTE: The state explains which city is referred to. It is an appositive.)

Example: The shipment was mailed from Boston, Massachusetts, last week.

G. After the complimentary close of a letter

Example: Sincerely yours,

H. After a dependent clause in a sentence

(NOTE: A dependent clause is one that does not express a complete thought. It depends on an independent clause for its meaning. If it begins the sentence, it is followed by a comma. If it ends the sentence, however, it is not.)

Example: When you completed your work on my car, it ran smoothly.

I. Between two or more independent clauses joined by and, but, or, or nor

(NOTE: Independent clauses express a complete thought.)

Example: The plumber unclogged the drain yesterday, but it is still not draining as it should be.

J. Before and after any parenthetical word, phrase, or clause

(NOTE: A parenthetical expression is an added one which could as easily be omitted without changing the meaning of the sentence in any way.)

Example: Your idea, great as it is, is not feasible at this time.

K. Before and after titles following a person's name

Example: Send the report to Robert Dunlap, supervisor, by next Friday.

L. Before and after Inc. and Ltd.

Example: Brown and Company, Inc., will be your service agent.

(NOTE: Company, corporation, or incorporated when spelled in full are not set off by commas.)

M. In numbers consisting of four digits or more.

Example: 49,000 1,412

(NOTE: Certain numbers do not use commas, however. They are: telephone numbers, ZIP codes, social security numbers, serial numbers, financial account numbers, etc.)

Example: 918-456-5511
413-09-3148

VI. Quotation mark usage

A. Before and after a direct quotation

(NOTE: A direct quotation is the exact wording of what a person said.)

Example: Ron replied, "I forgot to bring my book."

B. Before and after titles

1. Songs

2. Poems

3. Magazine articles

4. Essays

5. Short stories

Example: At the Christmas party everyone sang "Silent Night".

C. Around words intended to be emphasized or technical trade names.

Example: She is the "smilingest" person on our staff. "International Harvester" is an excellent line of machinery.

VII. Apostrophe usage

A. In possessives

Example: child's, men's, Julie's, Thomas'

B. In omissions and contractions

Example: don't, o'clock, '83

C. In plurals of numbers and letters

Example: 7's, a's, 20's

VIII. Semicolon usage

A. Between two independent clauses in a compound sentence when they are not joined by and, but, or, or nor

Example: The business cycle consists of four phases; however, business activity does not normally follow it exactly.

B. Between two independent clauses joined by and, or, but, or nor ifone or both already contains a comma.

Example: Twenty years ago, during a period of prosperity, my business was begun; and today I am looking forward to a prosperous future.

C. Between phrases that already contain comas

Example: The three student that won awards this year are Bob Jones, masonry student; Cheryl Rae, business education student; and Lou Cupps, nursing student.

IX. Colon usage

A. After a complete sentence which contains words such as thus, that is, or following, which introduce a series

Example: Her three reasons for working included the following: livelihood, satisfaction, and enjoyment.

B. Introduce a quote or a formal question.

Example: The interviewer asked: "Why do you want to work for us?"

C. After a salutation in a business letter

Example: Dear Mr. Threadgill:

D. Between hours and minutes in time

Example We close our store at 4:30 p.m.

PUNCTUATION
UNIT III

ASSIGNMENT SHEET #1--INSERT TERMINAL PUNCTUATION

Directions: Read the brief paragraphs below and insert terminal punctuation marks where they are needed. Circle the marks inserted.

a. Hello Can you tell me how to get to 1211 South Main I am new in town, and I don't have a city map

b. What a beautiful day I have been up for two hours Are you ready to go

d. Good Morning I am Joan Clark Will you please be seated I will be free to talk with you in a few minutes

PUNCTUATION
UNIT III

ASSIGNMENT SHEET #2--INSERT COMMAS AND SEMICOLONS

Directions: In the follwing sentences, insert commas and semicolons where they are needed. Circle the punctuation marks inserted.

a. For additional information contact Robert Brook 1882 South Airport Road Dallas Texas.

b. Our sales representative Carla Richards will be able to provide you with more information.

c. With this training your employees will be more safety minded work shorter hours and be more productive.

d. The roof leaks and several windows are broken.

e. Carl Janet and I plan to go to the movie tonight.

f. I tried to open the trunk it was locked.

g. Carl and I lived in three different cities in five years: Little Rock Arkansas Nashville Tennessee and Kansas City Missouri.

PUNCTUATION
UNIT III

ASSIGNMENT SHEET #3--INSERT QUOTATION MARKS, APOSTROPHES, AND COLONS

Directions: In the following sentences, insert quotation marks, apostrophes, and colons where they are needed. Circle the punctuation marks inserted.

a. Have you heard the song On a Clear Day?

b. Sarah replied, I forgot to do my homework because my dog had puppies last night.

c. Henrys dog went with us on the float trip.

d. Paulas three year old brother replied Im not afraid of anything.

e. The interviewer asked What could you contribute to this company if we hired you?

f. Traditionally, a bride should have four things with her on her wedding day something old, something new, something borrowed and something blue.

PUNCTUATION
UNIT III

ASSIGNMENT SHEET #4--PUNCTUATE SENTENCES INTERNALLY AND EXTERNALLY

Directions: Check the punctuation in each of the following sentences. If there is an error, write in the blank the correction that will make the sentence correct. If the sentence has no error, write a C.

____ a. Paul asked, "You like Mr. Jones, don't you"?

____ b. Shirley plans to go to Kansas City, Missouri on Monday, April 5, to seek employment.

____ c. Last summer, we vacationed in three states: Florida, Alabama, and Georgia.

____ d. Mrs. Ross our history teacher, told us about the Revolutionary War, and the Civil War.

____ e. Tom, please get the camera, film, and carrying case out of the car, and carry the items to the library.

PUNCTUATION
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

a. Hello! Can you tell me how to get to 1211 South Main? I am new in town, and I don't have a city map.

b. What a beautiful day! I have been up for two hours. Are you ready to go?

c. Good Morning! I am Joan Clark. Will you please be seated. I will be free to talk with you in a few minutes.

ASSIGNMENT SHEET #2

a. Brook, Road, Dallas,

b. representative, Richards,

c. minded, hours,

d. leaks,

e. Carl, Janet,

f. trunk;

g. Little Rock, Arkansas; Nashville, Tennessee; City,

ASSIGNMENT SHEET #3

a. "On......Day"

b. "I......night."

c. Henry's

d. Paula's "I'm.....anything."

e. asked: "What .... you?"

f. day:

ASSIGNMENT SHEET #4

a. you?"

b. Missouri,

c. C

d. War

e. car

F.

PUCTUATION
UNIT III

TEST

1. Match terms associated with punctuation to their correct definitions. Write the correct number in blank beside each definition.

___ a. A period, question mark or exclamatory point used at the ends of sentences

___ b. Expresses emotion

___ c. A word or group of words that follows a noun an explains or identifies it

___ d. Words used to connect an idea in one sentence or paragraph to the following sentence or paragraph

___ e. All marks of punctuation used within a sentence

___ f. Words or phrases that appear in the middle of a sentence

___ g. Makes a command

___ h. Makes a simple statement of fact

___ i. Asks a question

1. Imperative sentence
2. Terminal punctuatuion
3. Declarative sentence
4. Appositive
5. Interruptors
6. Exclamatory sentence
7. Interrogative sentence
8. Internal punctuation
9. Transitions

2. Apply terminal punctuation usage rules to given sentences by supplying appropriate ending punctuation. Write in the blank the correct punctuation mark for the following sentences.

_____ a. May I congratulate you on your recent honor

_____ b. Did you check the carburetor when you serviced the car

_____ c. I do wish you would hush

_____ d. The bricklayer yelled, "Watch out for the falling brick"

_____ e. Send the order to me as soon as you have it ready

_____ f. Your supervisor speaks highly of you and your work habits

_____ g. The contractor asked when the building materials would be delivered

3. Apply comma and semicolon usage rules by inserting commas and semicolons where needed in the following sentences. Make your marks clear and place them exactly where they should be.

a. Robert Blake our attorney will contact you on Wednesday.

b. The rent is due today but payday is next Monday.

c. Mark David and John are going to Walt Disneyworld this summer.

d. The three students who will be representing our school at the national competition are Laura Jones West Memphis Joe Floyd Jonesboro and Melinda Russell Conway.

e. You have completed your work however you must now clear your work area.

f. November 22 1961 in Washington D.C. is a day our nation will long remember.

g. After she wrote the program she ran her statistics.

4. Apply quotation marks, apostrophes, and colon usage rules by inserting quotation marks, apostrophes, and colons where needed in the following sentences. Place your marks exactly where you want them and make them clear.

a. My plane will leave at five oclock in the morning.

b. Todds dog ran away in the storm last night.

c. Bradley asked, when will you be leaving for Houston?

d. Cynthia Locke wrote an article Outlook for Vocational Education in 1990 for Vocational Education magazine.

e. Your final grade will be an average of the following grades class participation, daily scores and test scores.

f. Radio Shack is an excellent line of computers.

g. Our flight to the national VICA conference leaves at 915 a.m. next Saturday.

5. Punctuate sentences internally and externally. In each of the following sentences find what is wrong, if anything. If there is an error, write in the blank the correction that will make the sentence correct. If the sentence has no error, write a C.

_____ a. Carlos didn't remember that his employment anniversary date was August 4, 1978.

_____ b. Mr. Richards, my French teacher, plans to leave for Nice, France on December 23; and he will return on December 30.

_____ c. This year my mother has replaced the following appliances in her home: refrigerator, oven, and dishwasher.

_____ d. The policeman urged, "Won't you please step back off the street?"

_____ e. On June 2, 1981 she began her studies at the University of Arkansas in Fayetteville, Arkansas.

_____ f. No employee, whether right or wrong in his actions appreciates being reprimanded.

_____ g. Rhonda Jordans, the stenographer, choice of office equipment is the "word processor".

_____ h. When competition is perfect, there are many buyers and sellers, and no one in the market is able to influence the price.

_____ i. The representative asked if we could wait until next Wednesday, July 6, for the supplies?

_____ j. A family should have adequate life insurance and a "sizeable" emergency fund before investing in securities.

PUNCTUATION
UNIT III

ANSWERS TO TEST

1. a. 2 b. 6

c. 4 d. 9

e. 8 f. 5

g. 1 h. 3

i. 7

2. a. . b. ?

c. ! or . d. !

e. . f. .

g. .

3. a. , our attorney,

b. today,

c. Mark, David,

d. Laura Jones, West Memphis; Joe Floyd, Jonesboro; Melinda Russell,

e. word; however,

f. November 22, 1961, Washington, D.C.,

g. program,

4. a. o'clock

b. Todd's

c. "When.......Houston?"

d. "Outlook......1990"

e. grades:

f. "Radio Shack"

g. 9:15

5. a. didn't
   b. France,
   c. C
   d. C
   e. 1981,
   f. actions,
   g. Jordan's
   h. sellers;
   i. supplies.
   j. C

PARAGRAPH CONSTRUCTION
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to write a set of related sentences in meaningful paragraph form. This knowledge will be evidenced by performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the terms associated with paragraph construction to their correct definitions.
2. List and define the four paragraph types commonly used by vocational employees and technicians.
3. Select the topic sentences of given paragraphs.
4. Arrange a given set of related sentences into meaningful paragraph order.
5. Write a set of related sentences in meaningful paragraph form.

PARAGRAPH CONSTRUCTION
UNIT IV

SUGGESTED ACTIVITIES

I. Make transparencies

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Have students write paragraphs dealing with their respective craft areas and interests.

VII. Have students write samples of each of the four types of paragraphs about topics supplied by the instructor.

VIII. Give test

IX. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM 1--Process of Paragraph Construction

    2. TM 2--Diagram of a Basic Paragraph

    3. TM 3--Arrangement of Ideas:Cronological Order

    4. TM 4--Arrangement of Ideas:Order of Importance

  e. Assignment Sheets

    1. Assignment Sheet #1--Identify sentences, sentence fragments, and run-on sentences.

2. Assignment Sheet #2--Correct sentence fragments and run-on sentences
3. Assignment Sheet #3--Identify a paragraph and its topic sentence
4. Assignment Sheet #4--Arrange a set of related sentences in a meaningful paragraph form
5. Assignment Sheet #5--Supply supporting details

F. Answers to assignment sheets

G. Test

H. Answers to test

II. References

A. Hibbison, Eric P. ed. Delaware Technical and Community College Writing Skills for Technical Students. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1982.

B. Hunsinger, Marjorie and McComas, Donna C. Modern Business Correspondence. New York, New York: Gregg Division/McGraw-Hill Book Company, 1979.

C. Levinson, Andrea and Martorana, Barbara. Writing Competency Practice. Freeport, New York: Educational Activities, Inc., 1980.

D. Lewick-Wallace, Mary. Grammar and Sentence Structure. New York, New York: McGraw-Hill Book Company, 1983.

E. Mehaffy, Robert E. Writing for the Real World. Glenview, Illinois: Scott, Foresman and Company, 1980.

F. Nored, Arnold. Curr, Dir. The APL Series: Coping in Today's Society: Occupational Knowledge Reading Book. New York, New York: Harcourt Brace Jovanovich, Inc., 1980.

G. Workbook Grammar and Composition for Today. New York, New York: Globe Book Company, Inc., 1983.

PARAGRAPH CONSTRUCTION
UNIT IV

INFORMATION SHEET

I. Terms and definitions

  A. Paragraph--a group of sentences (two or more) that relate to one specific topic

  B. Topic sentence--gives the reader the main idea of a paragraph

  C. Controlling idea--one or more words in the topic sentence that limits the paragraph by focusing on a specific aspect of the topic

  D. Primary support sentences--Sentences which directly explain the topic sentence

  E. Secondary support sentences--sentences which explain or give examples for primary support sentences

  F. Concluding sentence--a one-sentence summary of what has been said in the entire paragraph

  G. Sentence fragment--a group of words that does not have a subject or a verb or that does not express a complete thought

  H. Run-on sentence--a sentence that has two main ideas which have no mark of punctuation or conjunction between them

II. Four types of paragraphs

  A. Reasons paragraph

    1. Controlling idea is usually a statement of opinion.

    2. Supporting statements give reasons to verify that opinion.

    3. Outline of paragraph

    Topic sentence (TS)
    1. reason
    2. reason
    3. reason
    Concluding sentence (CS)

B. Reasons and examples paragraph

1. Uses both reasons (major support) and examples (minor support)

2. Reasons--a direct and definite explanation of the controlling idea in topic sentence

3. Examples--explain its major statement

4. Outline of paragraph

   topic sentence
   1. reason (major)
      a. example (minor)
      b. example (minor)
   2. reason
      a. example
      b. example
   3. reason
      a. example
      b. example
   concluding sentence

C. Pro and con paragraph

1. Develops two (or more) opposing ideas

2. Both (or all) ideas mentioned in controlling idea

3. Does not take a stand--merely presents sides

4. Outline of paragraph

   Topic sentence (with compound CI)
   1. Pro reasons
      a.
      b.
      c.
   2. Con reasons
      a.
      b.
      c.
   Concluding sentence

D. Process paragraph

1. Explains how to do something or how something is done

2. Topic sentence--statement of what process is to be explained

3. Supporting statements--take reader through step-by-step process

4. Concluding sentence--restates topic sentence in different words

5. Outline of paragraph

    Topic sentence
    1. preparation (if applicable)
        a. step
        b. step
        c. step
    2. Procedure
        a. step
        b. step
        c. step
    Concluding sentence

III. Elements of effective paragraphs

A. Sentences

B. Transition words

C. One idea

D. Topic sentence

E. Details

F. Summary statement

G. Punctuation

H. Capitalization

I. Logical order

IV. Tips about paragraph construction

A. Include as many of the 5 W's as possible and How?

1. Who?

2. What?

3. Where?

4. When?

5. Why?

B. Begin every sentence with a capital letter

- C. End every sentence with a punctuation mark
- D. Avoid sentence fragments
- E. Avoid run-on sentences
- F. Flow smoothly from one sentence to the next
- G. Arrange sentences in logical order
    1. Deductive arrangement--general to specific
    2. Inductive arrangement--specific to general
- H. Exclude any idea not closely related to the main idea.

  (NOTE: Beginning writers frequently insert personal opinions which should not be included.)

V. Ways to correct run-on sentences

- A. Put a period at the end of the first main idea, and capitalize the first word of the second main idea.

  Example: It's cold in here and the furnace went out.
  It's cold in here. The furnace went out.

- B. Put a semicolon instead of a comma between the two main ideas

  Example: The rains started, we quit work.
  The rains started; we quit work.

- C. Put "and", "but", "or", "nor", "neither", or "yet" between the two main ideas, if appropriate

  Example: We stopped dancing, the band played on.
  We stopped dancing, but the band played on.

- D. Put a word at the beginning of one of the main ideas in order to change it into a dependent idea, but only if the meaning is not changed

  Example: These shoes are new, they hurt my feet.
  Because these shoes are new, they hurt my feet.

VI. Ways to correct sentence fragments

- A. Add a subject, a verb, or both

Example: Repaired my air conditioner. (no subject)
The electrician repaired my air conditioner.

The mechanic who works for Mayes' Auto Repair (no verb)
The mechanic who works for Mayes' Auto Repair fixed my car with no trouble.

Reading the manual about computers. (no subject or verb)
The student was reading the manual about computers.

B. Express a complete thought

Example: While I was driving on the interstate.
(cannot stand alone)
When I was driving on the interstate, I saw a tragic accident.

PROCESS OF PARAGRAPH CONSTRUCTION

CHOOSE:	WORDS
	↓
COMBINE TO MAKE:	PHRASES
	↓
JOIN TO FORM:	CLAUSES
	↓
UNITE TO PRODUCE:	SENTENCES
	↓
ORDER TO FORM:	PARAGRAPHS

TM 1

DIAGRAM OF A BASIC PARAGRAPH

TOPIC SENTENCE (TS)________________________________

____

__________________. PRIMARY SUPPORT (PS) 1________________

____.

SECONDARY SUPPORT (SS)1____________________________________

____

____.

(PS)2____

______________________________. (SS)2______________________

____

_______________________. CONCLUDING SENTENCE (CS)________

____

____________________________________.

TM 2

ARRANGEMENT OF IDEAS

A. CHRONOLOGICAL ORDER: THE ORDER OF TIME

SAMPLE: THE FOLLOWING NOTES WERE TAKEN BY SUZIE BROWN DURING HER AVERAGE SCHOOL DAY.

______ HAD BREAKFAST 8:00

______ WENT TO BASKETBALL GAME AFTER SCHOOL

______ HAD LUNCH AT NOON

______ WALKED DOG AFTER BREAKFAST

______ HAD DINNER WITH FAMILY

______ WENT TO SCHOOL 8:30

IF THEY WERE NUMBERED IN THE ORDER THEY OCCURED, THE SEQUENCE WOULD BE:

1 HAD BREAKFAST 8:00

5 WENT TO BASKETBALL GAME AFTER SCHOOL

4 HAD LUNCH AT NOON

2 WALKED DOG AFTER BREAKFAST

6 HAD DINNER WITH FAMILY

3 WENT TO SCHOOL 8:30

ARRANGEMENT OF IDEAS

B. ORDER OF IMPORTANCE

TWO WAYS:

--MOST IMPORTANT TO LEAST IMPORTANT

--LEAST IMPORTANT TO MOST IMPORTANT

SAMPLE: THE PARENT GAVE THE COLLEGE STUDENT THE FOLLOWING HINTS ABOUT ILLNESS:

______ DRINK A LOT OF LIQUIDS WHEN SICK

______ TAKE MEDICINE--IMPORTANT

______ DON'T WATCH TOO MUCH TELEVISION

______ STAY AWAY FROM DRAFTS

______ GO TO THE DOCTOR RIGHT AWAY

______ DON'T TALK ON THE PHONE TOO MUCH

IF THEY WERE NUMBERED IN THE ORDER OF LEAST IMPORTANT TO MOST IMPORTANT, THE SEQUENCE WOULD LIKELY BE:

4 DRINK A LOT OF LIQUIDS WHEN SICK

5 TAKE MEDICINE--IMPORTANT

2 DON'T WATCH TOO MUCH TELEVISION

3 STAY AWAY FROM DRAFTS

6 GO TO THE DOCTOR RIGHT AWAY

1 DON'T TALK ON THE PHONE TOO MUCH

PARAGRAPH CONSTRUCTION
UNIT IV

ASSIGNMENT SHEET #1--IDENTIFY SENTENCES, SENTENCE FRAGMENTS AND RUN-ON SENTENCES

Directions: Write an S in the blank if the following groups of words are sentences, an F if they are fragments, or an RO if they are run-on sentences.

___ a. My car won't start, the battery is dead.

___ b. He cut class many times, yet he still recieved an A in the course.

___ c. What she was supposed to do.

___ d. To write a term paper on the behavior of children.

___ e. Winning the contest sweepstakes.

___ f. Stop!

___ g. Since we're seeking new members.

___ h. Who is responsible for their change in attitude?

___ i. We couldn't hear the message on the tape it was garbled.

___ j. That Jay didn't read the manual was obvious.

___ k. Renee took typing, she types slowly.

___ l. To graduate is my goal.

___ m. Sara enjoys her career, she's a stenographer.

___ n. Everyone is off work today because it is a holiday.

___ o. Although she thought that she had completed her work for the day.

PARAGRAPH CONSTRUCTION
UNIT IV

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UNIT IV

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___ c. What she was supposed to do.

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___ e. Winning the contest sweepstakes.

___ f. Stop!

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___ h. Who is responsible for their change in attitude?

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___ m. Sara enjoys her career, she's a stenographer.

___ n. Everyone is off work today because it is a holiday.

___ o. Although she thought that she had completed her work for the day.

PARAGRAPH CONSTRUCTION
UNIT IV

ASSIGNMENT SHEET #2--CORRECT SENTENCE FRAGMENTS AND RUN-ON SENTENCES

Directions: Use the groups of words in Assignment Sheet #1 to complete this assignment. For each sentence fragment (F) and run-on sentence (RO) identified on that sheet, write in the corresponding spaces below the correction which would make them complete sentences. If no correction is needed, write NONE.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

m.

n.

o.

PARAGRAPH CONSTRUCTION
UNIT IV

ASSIGNMENT SHEET #3--IDENTIFY A PARAGRAPH AND ITS TOPIC SENTENCE

Directions: Read the following passage. Identify where the two paragraphs begin by using the paragraph symbol ( ). For each paragraph, underline its topic sentence.

The time at which we begin laughing seems to vary according to those who have studied the subject. Perey observed smiles on children one month old, while Preyer says ten days old is the earliest date. Laughter occurs at a later date, being forty days old, according to Pliny. However, Charles Darwin says that laughter occurred in his children on the fifty-third day of life. The conclusions drawn from this are: that neither the smile nor the laugh occur immediately after birth, that the smile precedes the laugh and that all children vary. The occasions at which infants laugh vary as much as do the dates. Some occasions for early laughter included having sight of mother, being fed, being tossed in the air, being tumbled about, and being tickled. These occasions are much like the reasons for adult laughter.

PARAGRAPH CONSTRUCTION
UNIT IV

ASSIGNMENT SHEET #4--ARRANGE A SET OF RELATED SENTENCES IN A MEANINGFUL PARAGRAPH FORM

Directions: Read the paragraphs listed below. In the space to the left write the sentence numbers in the order which would make the paragraph most easily undersood.

______________________ a. [1]My friend, John, works for a veterinarian. [2]Another one of my friends, Carl, works for the city. [3]Most of my friends have jobs. [4]Even Robert, who is only fifteen years old, has a job on a farm.

______________________ b. [1]The economy has been in a recession. [2]Also, demand for leather boots has decreased. [3]Sarah stated several reasons why her shoe and boot store will be going out of business. [4]In addition, the new highway bypass reduces the number of people that drive past the store.

PARAGRAPH CONSTRUCTION
UNIT IV

ASSIGNMENT SHEET #5--SUPPLY SUPPORTING DETAILS

Directions: Supply two statements that support the opinion given in each of the topic sentences below. Your statements should contain an explanation or example, not an opinion.

a. Sometimes adults act like children.

   1.

   2.

b. Marriage today is not what it used to be.

   1.

   2.

c. Moving to a new town can be difficult for a teenager.

   1.

   2.

d. It is difficult to work and attend school at the same time.

   1.

   2.

PARAGRAPH CONSTRUCTION
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

a. RO
b. S
c. F
d. F
e. F
f. S
g. F
h. S
i. RO
j. S
k. RO
l. S
m. RO
n. S
o. F

ASSIGNMENT SHEET #2

a. start. The or start; the
b. NONE
c. (for example) She forgot what.......
d. (for example) I have to write.......
e. (for example) ....sweepstakes was a great thrill!
f. NONE
g. (for example) ...members, we need to have a party.
h. NONE
i. tape. It or tape; it or tape because it
j. NONE
k. typing. She or typing;she or typing, but she
l. NONE
m. career. She's or career; she's

n. NONE

o. (for example) day, she forgot to finish the report.

ASSIGNMENT SHEET #3

1st paragraph: The time at which we begin laughing seems to vary according to those who have studied the subject.........all children vary.

2nd paragraph: The occasions at which infants laugh vary as much as do the dates..........the reasons for adult laughter.

ASSIGNMENT SHEET #4

a. 3, 1, 2, 4

b. 3, 1, 2, 4

ASSIGNMENT SHEET #5

Evaluate to the satisfaction of the instructor.

PARAGRAPH CONSTRUCTION
UNIT IV

TEST

1. Match the terms associated with paragraph construction to their correct definitions. Write the correct numbers in the blanks.

___ a. A group of words that does not have a subject or that does not express a complete thought

___ b. A one-sentence summary of what has been said in the entire paragraph

___ c. Gives the reader the main idea of a paragraph

___ d. One of more words in the topic sentence that limits the paragraph by focusing on a specific aspect of the topic

___ e. A group of sentences (two or more) that relate to one specific topic

___ f. Sentences which explain or give examples for primary support sentences

___ g. Sentences which directly explain the topic sentence

___ h. A sentence that has two main ideas which have no mark of punctuation or conjunction between them

1. controlling idea
2. concluding sentence
3. secondary support sentences
4. primary support sentences
5. paragraph
6. topic sentence
7. sentence fragment
8. run-on sentence

2. List and define the four paragraph types commonly used by vocational employees and technicians.

a.

b.

c.

d.

3. Select the topic sentence of each of the following paragraphs and write its number in the space provided.

___ a. (1) Taking your dog for a walk should be fun for you and him. (2)It certainly won't be if he pulls and fights on the leash or if he literally drags you behind him. (3)He does not have to be a show dog to learn to walk at heel in about three lessons.

___ b. (1)"I greet people that come into the office during the day, open the mail and answer the telephone. (2)In a larger office I might be either a receptionist or a secreatry. (3)In a smaller office I can be both. (4)When I arrive in the morning, the first thing I do is get the work organized that has to be done that day. (5)I like this job," explains Clarence, "because it gives me the variety I want. (6)I also type letters and reports and schedule appointments for my employer."

___ c. (1)Golf clubs were once thick pieces of wood with long heads. (2)Although they could hit a ball a great distance, they were clumsy to swing. (3)Golf clubs today are made of steel shafts and chromium plated steel heads. (4)Over the years golf clubs have improved a great deal.

4. Arrange the following set of related sentences into meaningful paragraph order.

_________ a. (1)People sought protection in storm shelters as trees were pulled from the earth by the raging wind. (2)The fury of the tornado swept through the small community. (3)Cars were overturned and rooftops were lifted off homes and businesses.

_________ b. (1)A standard course is divided into eighteen holes. (2)Each hole is located in a green and marked by a tall flag. (3)A standard golf course is 5,500 meters around.

5. Write a set of related sentences in meaningful paragraph form about your favorite subject in your vocational area. Make sure you arrange your sentences in meaningful paragraph form.

PARAGRAPH CONSTRUCTION
UNIT IV

ANSWERS TO TEST

1. a. 7 b. 3
   c. 1 d. 5
   e. 6 f. 4
   g. 2 h. 8

2. The four types of paragrahs are reasons, reasons and examples, pro and con, and process. The descriptions are evaluated to the satisfaction of the instructor.

3. a. 1 b. 5 c. 4

4. a. 2, 1, 3
   b. 3, 1, 2

5. Evaluate to the satisfaction of the instructor.

PARAGRAPH CONSTRUCTION
UNIT IV

ANSWERS TO TEST

1. a. 7 b. 3
   c. 1 d. 5
   e. 6 f. 4
   g. 2 h. 8

2. The four types of paragrahs are reasons, reasons and examples, pro and con, and process. The descriptions are evaluated to the satisfaction of the instructor.

3. a. 1 b. 5 c. 4

4. a. 2, 1, 3
   b. 3, 1, 2

5. Evaluate to the satisfaction of the instructor.

PERSONAL BUSINESS LETTER
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to write a letter of inquiry that includes all major parts and needed information in an organized logical business letter sequence. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit the student should be able to:

1. Name and define parts of a personal business letter.
2. List and describe the four types of inquiry letters.
3. Organize given information into a logical business letter sequence.
4. Write a letter of inquiry.

PERSONAL BUSINESS LETTER
UNIT V

SUGGESTED ACTIVITIES

I. Prepare bulletin board of sample business letters.

II. Make transparencies.

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Discuss the importance of writing clear, concise business letters.

VI. Discuss unit and specific objectives.

VII. Discuss information and assignment sheets.

VIII. Have a variety of letters (preferably ones which have been received by instructor or a peer) which illustrate good and bad qualities of letters.

IX. Have students bring letters they have received and all discuss the strengths and weaknesses of them.

X. Provide simple letters which do not follow good letter format and content guidelines. Have students proofread and correct the errors.

XI. Give test.

XII. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM 1--Business Letter Form

    2. TM 2--Guidelines in Letter Writing

E. Assignment sheets
  1. Assignment Sheet #1--Define parts of a personal business letter
  2. Assignment Sheet #2--Arrange given information into a business letter
  3. Assignment Sheet #3--Proofread a business letter
  4. Assignment Sheet #4--Write a letter of inquiry

F. Answers to assignment sheets

G. Test

H. Answers to test

II. References

A. Hunsinger, Marjorie and McComas, Donna C. Modern Business Correspondence. New York, New York: Gregg Division/McGraw-Hill Book Company, 1979.

B. Levinson, Andrea and Martorana, Barbara. Writing Competency Practice. Freeport, New York: Educational Activities, Inc., 1980.

C. VanHuss, Susie H. Basic Letter and Memo Writing. Cincinnati, Ohio: South-Western Publishing Co., 1980.

PERSONAL BUSINESS LETTER
UNIT V

INFORMATION SHEET

I. Terms and definitions

   A. Return address--the sender's address, city, state, and ZIP code

   B. Date line--the month, day, and year of the letter

      (NOTE: The month and year should be written in full.)

      Example: June 10, 1983

   C. Inside address--the name and address of the person or organization being written to

   D. Salutation--the greeting to the person or company receiving the letter

   E. Body--paragraphs that convey the message of the letter

   F. Complimentary close--the farewell or courteous closing

      Example: Very respectfully yours

      Sincerely

   G. Signer's identification line--the typed name and written signature of the sender

   H. Enclosure notation--indicates something is included with the letter, such as a check; will not be on every letter

   I. Inquiry letter--letters that make a request or ask for information

II. Four types of inquiry letters

   A. Requests for simple confirmation of reservations and appointments

   B. Buying inquiries--requests for information about available products or services

   C. General requests--requests for facts or details without any intention to by or sell

   D. Persuasive requests--requests for cooperation, gifts, or favors

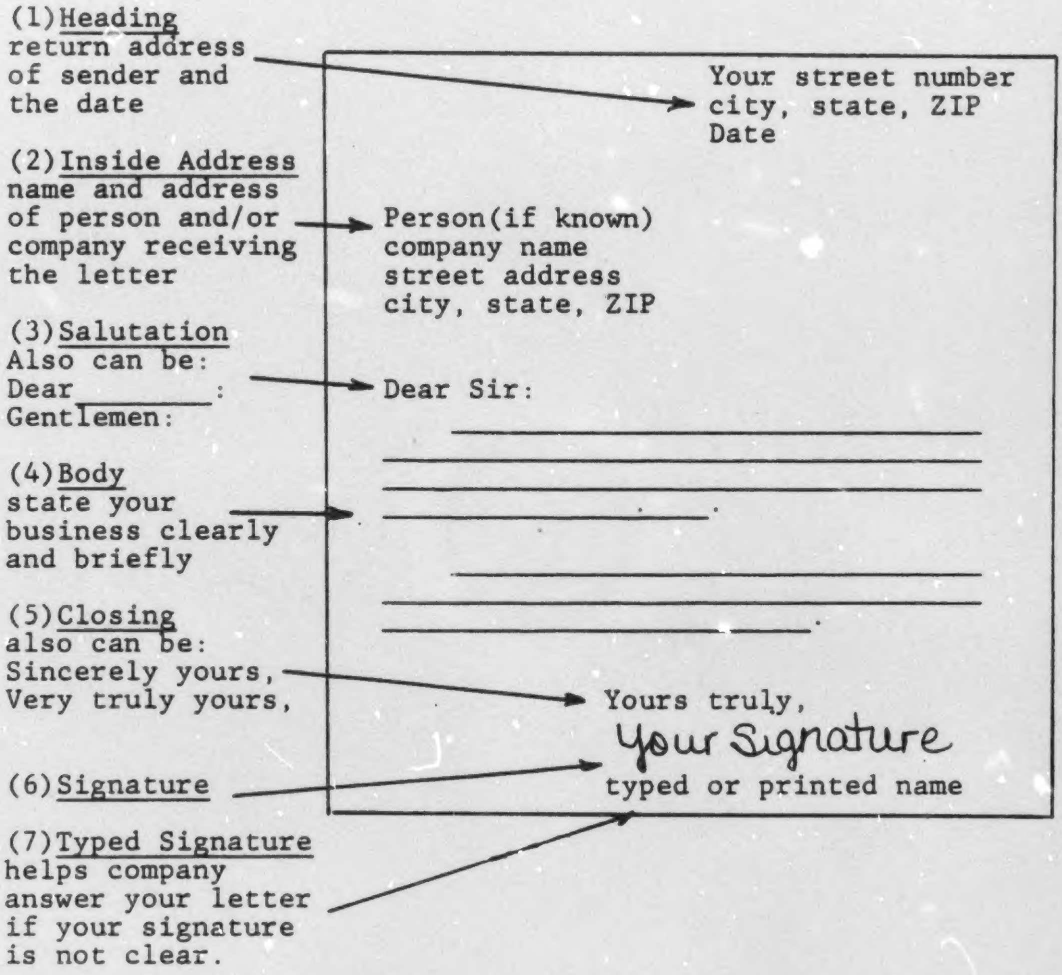
III. Logical steps in writing a simple inquiry letter for information

   A. Ask your questions. Word your questions carefully to ask for specific information.

   B. Explain why you are asking. Include facts that will help the reader answer you.

   C. Express appreciation; close the letter politely.

BUSINESS LETTER FORM



(1) **Heading**
return address
of sender and
the date

(2) **Inside Address**
name and address
of person and/or
company receiving
the letter

(3) **Salutation**
Also can be:
Dear________:
Gentlemen:

(4) **Body**
state your
business clearly
and briefly

(5) **Closing**
also can be:
Sincerely yours,
Very truly yours,

(6) **Signature**

(7) **Typed Signature**
helps company
answer your letter
if your signature
is not clear.

Your street number
city, state, ZIP
Date

Person(if known)
company name
street address
city, state, ZIP

Dear Sir:

Yours truly,
Your Signature
typed or printed name

GUIDELINES IN LETTER WRITING

WHEN YOU WRITE YOUR BUSINESS LETTER, BE SURE TO:

-PLAN WHAT YOU WILL WRITE

-GIVE THE COMPANY ALL THE NECESSARY INFORMATION IT WILL NEED TO REPLY

-USE AN ACCEPTABLE BUSINESS LETTER FORM

-WRITE COMPLETE SENTENCES

-CHECK YOUR SPELLING, PUNCTUATION, CAPITALIZATION AND USAGE

-WRITE LEGIBLY, IF THE LETTER MUST BE HANDWRITTEN

-TYPE, IF POSSIBLE

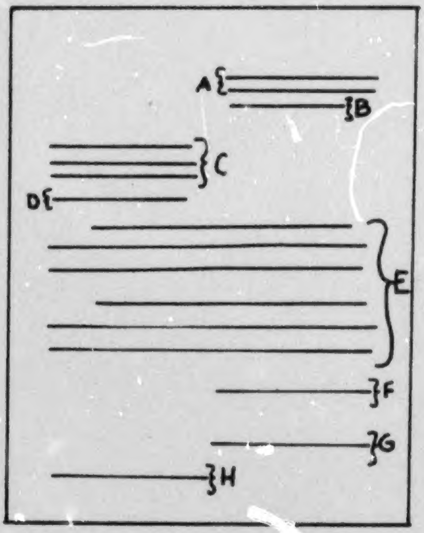
PERSONAL BUSINESS LETTER
UNIT V

ASSIGNMENT SHEET #1--NAME AND DEFINE THE PARTS OF A PERSONAL BUSINESS LETTER

Directions: Select from the listing below the names of the indicated parts of the letter drawn below. Write the definition in the space provided.

Parts of a business letter:

- signer's identification line
- salutation
- return address
- inside address
- enclosure notation
- body
- date line
- complimentary close



a.

b.

c.

d.

e.

f.

g.

h.

PERSONAL BUSINESS LETTER
UNIT V

ASSIGNMENT SHEET #2--ARRANGE GIVEN INFORMATION INTO A BUSINESS LETTER

Directions: Use the space below to arrange the following information into a business letter. Use your own address and today's date as the heading.

TO: Sound and Stereo, Inc., 1330 Dyer Drive, Plano Texas 50506. Gentlemen: Please send me one set of your $19.95 Budget Stereo Headphones as advertised in today's Gazette. I would like you to send me the set described as Supra Model 35 which has cushioned earcups and a padded, adjustable headband. I am enclosing a money order for $21.60 to cover the cost of the headphones and the postage and handling charge of $1.65. Very truly yours, Your signature, Your Name, typed or printed.

PERSONAL BUSINESS LETTER
UNIT V

ASSIGNMENT SHEET #3--PROOFREAD A BUSINESS LETTER

Directions: Proofread the business letter that follows and circle the errors.

1615 West 92nd Street
Kansas city, missouri 64114
May 14, 1983

Mariner gift shop
1330 Albatross Lane
san diego California 94106

Dir Sir

please send me the following items from your Catalogue No. 42:

#2461	pair of "Captain" and "Crew" coffee mugs	$ 5.95
#1932	"Clipper" belt buckle	8.95
#5872	set of 4 nautical posters	5.75

i am unclosing a check for $ 22 80 to cover the cost of the items and $ 2.15 for postage and handling.

Yours truly:

Judi Watson

Judi Watson

PERSONAL BUSINESS LETTER
UNIT V

ASSIGNMENT SHEET #3--PROOFREAD A BUSINESS LETTER

Directions: Proofread the business letter that follows and circle the errors.

1615 West 92nd Street
kansas city, missouri 64114
May 14, 1983

Mariner gift shop
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i am unclosing a check for $22 80 to cover the cost of the items and $2.15 for postage and handling.

Yours truly:

Judi Watson

Judi Watson

PERSONAL BUSINESS LETTER
UNIT V

ASSIGNMENT SHEET #4--WRITE A LETTER OF INQUIRY

Directions: Using the facts below, write a letter of inquiry.

Problem: You are considering going to Skills Vo-Tech School, P.O. Box 1000, Somewhere, Arkansas 72000. Request from Skills Vo-Tech School answers to the following inquiries:

What programs of study are available?

What is the approximate cost of tuition, books and supplies?

How long is each program?

What are my chances of getting a job after I successfully complete the program?

What type schedule does the school use? (ie. quarter, trimester, semester)

When does a new class begin?

PERSONAL BUSINESS LETTER
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

a. return address

b. date line

c. inside address

d. salutation

e. body

f. complimentary close

g. signer's identification line

h. enclosure notation

Definitions are evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET #2

See next page

ASSIGNMENT SHEET #3

Kansas City, Missouri

Gift Shop

San Diego,

Sir,

Please

I

Truly

(quantities are not clearly stated in the list)

ASSIGNMENT SHEET #4

Evaluate to the satisfaction of the instructor.

160-D

ASSIGNMENT SHEET #2

1814 Twelfth Street
Anytown, Somewhere 01010
July 3, 1983

Sound and Stereo, Inc.
1330 Dyer Drive
Plano, Texas 50506

Gentlemen:

Please send me one set of your $19.95 Budget Stereo Headphones as advertised in today's Gazette. I would like you to send me the set described as Supra Model 35 which has cushioned earcups and a padded, adjustable headband.

I am enclosing a money order for $21.60 To cover the cost of the headphones and the postage and handling charge of $1.65.

Very truly yours,

Charles P. Student

Charles P. Student

PERSONAL BUSINESS LETTER
UNIT V

TEST

1. Name and define seven parts of a personal business letter.

a.

b.

c.

d.

e.

f,

g,

2. List and describe the four types of inquiry letters.

a.

b.

c.

d.

3. Organize given information into a logical business letter sequence. Arrange the following information in a logical sequence. Write the numbers in the blanks.

a. _____

b. _____

c. _____

(1) I shall appreciate receiving your replies as soon as possible so that I can begin the remodeling. Thank you for your assistance.

(2) Please send answers to the following questions concerning materials and color combinations that you would recommend from your new line of products.

1. What wallpaper patterns do you suggest with a jungle design?

2. What current color combinations to you recommend I use?

3. Would you recommend Mexican style tile for the floors? If not, what do you suggest?

(3) I am making plans to enlarge and remodel my present bathroom into a dressing area and a bathing area. The dressing area will have a two-sink vanity backed by a full length mirror surrounded with make-up lights. The bathing area will have an extra large shower stall and a whirlpool bathtub. Blues and browns are now being used through my home.

4. Write a letter of inquiry using the information provided below. Arrange your information in a logical sequence. Proofread your letter carefully.

Write to: Skills Vo-Tech School
P.O. Box 100
Somewhere, Arkansas 72000

Problem: You understand from your cousin who is an IET student that vo-tech students in the Industrial Equipment Technology class will build trailers as class projects. You need answers to the following inquiries:

1. Would the IET class at Skills Vo-Tech be willing to build your trailer as a class project?

2. If the class decided to build the trailer, when could they start on it?

3. Should you purchase all parts and materials to be used beforehand?

4. Will one of the students draw the plans for the trailer?

5. Is a donation to the class club acceptable for the work?

PERSONAL BUSINESS LETTER
UNIT V

ANSWERS TO TEST

1. (May be listed in any order)

   a. Return address--address, city, state, and ZIP code of sender.

   b. Date line--month, day, and year of letter; spelled in full.

   c. Inside address--name and address of person or organization being written to

   d. Salutation--greeting to recipient of letter(addressee)

   e. Body--paragraphs that convey the message of the letter

   f. Complimentary close--farewell; courteous closing

   g. Signer's identification line--typed or printed name and the signature of the sender

   h. Enclosure notation--indicates that something is included with the letter, such as a check; not every letter will have one.

2. Evaluate to the satisfaction of the instructor.

3. a. 2

   b. 3

   c. 1

4. Evaluate to the satisfaction of the instructor.